REPORT RESUMES

ED 014 259 FL 000 591

LATIN--COURSE GUIDE.

BY- KENNEDY, DORA F. AND OTHERS

PRINCE GEORGES COUNTY BOARD OF EDUCATION

PUB DATE 65

EDRS PRICE MF-$1.00 HC-$9.16 227P.

DESCRIPTORS- *CURRICULUM GUIDES, *LANGUAGE GUIDES, *LANGUAGE INSTRUCTION, *LATIN, *SECONDARY SCHOOLS, AUDIOVISUAL AIDS, BIBLIOGRAPHIES, CLASSICAL LANGUAGES, COURSE CONTENT, COURSE OBJECTIVES, CURRICULUM ENRICHMENT, LANGUAGE LEARNING LEVELS, LANGUAGE PROGRAMS, RESOURCE MATERIALS, CULTURAL AWARENESS, READING, GRAMMAR,

SECONDARY SCHOOL LATIN TEACHERS IN PRINCE GEORGE'S COUNTY, MARYLAND, COLLABORATED WITH THE FOREIGN LANGUAGE SUPERVISOR IN DEVELOPING THIS LATIN COURSE GUIDE DESIGNED TO ESTABLISH CLEARER PROGRAM OBJECTIVES, TO PRESENT BASIC CURRICULUM GUIDELINES FOR THREE LEVELS OF INSTRUCTION, AND TO ACT AS A SOURCE BOOK OF MATERIALS AND ACTIVITIES FOR PROGRAM ENRICHMENT AND OF PUBLICATIONS FOR TEACHERS IN CLASSICAL STUDIES. ACCENTING THE OBJECTIVES OF THE LATIN PROGRAM (READING, TRANSLATING, LEARNING DERIVATIVES, AND APPRECIATING THE CULTURAL HERITAGE), THE GUIDE SUGGESTS METHODS AND MATERIALS FOR TEACHERS. AN EXTENSIVE SECTION ON "LINGUISTIC LEARNINGS" INCLUDES THE REQUIREMENTS FOR EACH LEVEL IN PRONUNCIATION, GRAMMAR FORMS AND FUNCTIONS, AND VOCABULARY AND IDIOMS, AND A CHAPTER ON LATIN USED IN ENGLISH LISTS ABBREVIATIONS, WORDS AND PHRASES, AND DERIVATIVES. "CULTURAL LEARNINGS" DETAILS THE OBJECTIVES AND THE REQUIRED MINIMUM CULTURAL MATERIAL FOR EACH OF THE THREE LEVELS. THE REMAINDER OF THE GUIDE CONSISTS OF SOURCES OF AUDIOVISUAL MATERIALS, A DISCUSSION OF TESTS AND GRADING, SUGGESTED ACTIVITIES FOR STUDENTS, AND AN 18-PAGE BIBLIOGRAPHY OF REFERENCE WORKS, POLITICAL AND LITERARY HISTORIES, AND PEDAGOGICAL STUDIES. (AB)

A CURRICULUM GUIDE IN

ED014259

FOREIGN LANGUAGE

LATIN

BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND

WILLIAM S. SCHMIDT, SUPERINTENDENT

LATIN

Course Guide

Board of Education
Prince George's County
Upper Marlboro, Maryland

William S. Schmidt, Superintendent

Revised 1965

FL 000 591

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In the Latin class, the student will learn much concerning his linguistic and cultural heritage - about the foundations of much of his native language, and about the origins of many modern political, aesthetic, and intellectual attitudes.

Public Secondary Education
in Maryland

Maryland State Department
of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

Latin as a part of the modern secondary school curriculum offers an excellent opportunity to the able and interested pupil to broaden his intellectual horizon. The course of study is developed so that he will have the opportunity to learn much concerning the contributions of an ancient culture to modern civilization as well as something of his linguistic and cultural heritage.

The skills developed in the mastery of Latin will contribute to his understanding of the foundations of his own language and to his ability to analyze the origins of many of our modern attitudes. Experience in translation will provide the opportunity for growth in vocabulary and in understanding of his own language.

Contributions of the Graeco-Roman heritage to western civilization are a significant source of intellectual stimulation. Learning to think analytically in terms of his modern world in comparison to this advanced ancient culture will offer a challenge to the pupil.

The time and effort of the Latin teachers and Mrs. Dora F. Kennedy, Supervisor of Secondary Education, have resulted in this most comprehensive bulletin. They are to be commended for the excellence of these efforts which have contributed to the on-going program of curriculum development in our county. I feel sure that this course of study will do much to unify our instruction in this field.

William S. Schmidt

William S. Schmidt
Superintendent of Schools

PREFACE

Curriculum development in the field of foreign language offers a challenge to each individual involved in the process. The updating of methodology and the new insights into ways of learning have had an impact on the foreign language program which has resulted in an increasing awareness of more effective ways of teaching.

Developing a curriculum guide which will properly delineate the field to be covered in teaching a foreign language is not an easy task. The opportunity offered to our teachers in the field of Latin has been excellently received and has resulted in the development of a guide which is a credit both to them and to Prince George's County.

If the guide serves as an aid and a guide to the teacher in doing a more effective job of planning and instructing pupils in this area, it will have served its purpose.

The ideas and materials included in the guide have been developed from the classroom experiences of the individuals involved in its preparation. It is hoped that it will prove to be of value to the Latin teachers of Prince George's County and in consequence to the pupils we serve.

Edward S. Beach, Jr.

Edward S. Beach, Jr.
Director of Curriculum
and Inservice Training

INTRODUCTION

The teachers of Latin in the secondary schools have the opportunity to offer a unique challenge to the pupils in their classrooms. Understanding the contributions of the Graeco-Roman heritage to our modern civilization will be a means of developing greater appreciation of the foundation of our language and the origin of many of our modern political, aesthetic, and intellectual attitudes.

Foreign language is an important segment of our overall high school program to those pupils whose programs of study indicate a need for proficiency in this area. It also offers the opportunity for development of skill and abilities in handling another language which will make possible understanding and appreciation of cultures different from our own.

The teachers who contributed their time, effort, and experience to developing the guide are to be commended for the excellence of their efforts. It is hoped that it will make possible a greater degree of understanding of our program and the opportunities offered to our pupils in this area.

G H Robinson

George H. Robinson
Assistant Superintendent of Schools
Secondary Education

ACKNOWLEDGEMENTS

This course guide is the work of the Latin teachers of Prince George's County. Each teacher, in collaboration with the supervisor of foreign languages, has made a specific contribution to the total effort. Special acknowledgement is given to these teachers, whose names are listed below, together with their schools and the areas of their major contribution.

Miss Maria Cascio - Northwestern High School

Cultural Learnings
Bibliographies

Mrs. Eulalie Dillon - Bladensburg Senior High School

Preliminary Planning

Mr. Leo Finegan - Northwestern High School (deceased)

Vocabulary
Activities
Tests

Mr. Charles Issing - High Point High School

Pronunciation
Grammar

Miss Lucia Johnson - Oxon Hill Senior High School

Grammar

Mrs. Irene McGibbon - formerly, Suitland Senior High School (retired)

Audio-visual materials
Bibliographies
Activities

Mrs. Helen Mensch - Northwestern High School

Lesson Plan

Mrs. Dora F. Kennedy - Supervisor of Secondary Education in
Foreign Languages

- Philosophy and Objectives
- Methods and Materials
- Grammar
- Derivatives
- Over-all editing and compilation

Recognition is also given to Mr. Ernest Wackwitz for the illustrations.

Appreciation is expressed to Mr. William S. Schmidt, Superintendent of Schools, and to Mr. George Robinson, Assistant Superintendent for Secondary Schools. Their continuing awareness of the place of Latin in a modern curriculum is recognized.

The publication of this guide is made possible by the Board of Education of Prince George's County.

Dora F. Kennedy

Dora F. Kennedy
Supervisor of Secondary Education

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PART I

INTRODUCTION

Ab initiō...

INTRODUCTION

Use of This Guide

The purpose of this guide is to establish the direction and objectives of the Latin program in the secondary schools of Prince George's County, and to present a basic curriculum for each level of instruction.

In addition, it is intended as a source book of materials and activities for the enrichment of instruction, and of professional publications for teachers in the field of classical studies.

It is recommended that teachers read carefully the sections dealing with philosophy and objectives, methods and materials, linguistic learnings, cultural learnings, and evaluation, and that they plan the year's work in keeping with the content of these sections, keeping in mind the abilities and needs of their students.

Other sections of the guide should be used for reference as desired.

As the Latin teachers use this guide, it is hoped that they will submit suggestions for its improvement and refinement.

PART II

PHILOSOPHY AND OBJECTIVES
OF
THE LATIN PROGRAM

Quō vādimus...

PHILOSOPHY AND OBJECTIVES OF THE LATIN PROGRAM

The study of Latin is offered to the interested and able student at the senior high school level as an opportunity to broaden his linguistic knowledge and as an introduction to an ancient culture which has made a significant contribution to western civilization.

The principal skill to be developed in the teaching of Latin is the reading skill, since this language is not one which is spoken today.

Concurrent with the development of the reading skill is the teaching of the technique and art of translation. Through the process of translation the student is led to look upon his own language analytically and from a different frame of reference. Hence he gains a deeper insight into the structural characteristics of his native language.

Since approximately fifty to seventy-five per cent of English words are derived from Latin, the learning of Latin contributes to the enrichment of the student's English vocabulary.

Many of our academic students will be eventually involved in professional fields, in which they will be required to speak and write creatively concerning various aspects of subject matter, and even to edit the writings of others. Experience in translation and the study of derivatives help to equip the student with a more sophisticated set of linguistic skills which may lead him to achieve greater power and precision in English usage.

Although the linguistic aspects of the study of Latin are of greater significance to the pupil, Latin also contributes to general education in the sense that it provides an opportunity to examine closely the highlights of the Graeco-Roman civilization and its relationship to today's world.

A summary of the objectives of the Latin course follows.

To read and understand Latin of moderate difficulty.

To have first-hand experience in reading classical authors.

To express the thought of an original classical text in good English, being able to explain the syntactical relationships in the Latin sentence, and to perceive differences in structure between the two languages.

To acquire an extensive knowledge of word elements, such as roots, prefixes and suffixes which operate in the English language.

To acquire an appreciation for the Graeco-Roman heritage.

Scope

A two-to-three year sequence is offered in the senior high schools, beginning in grade 10. If only a two-year course is contemplated by the student, he is encouraged to begin at grade 11.

Students who are in the third year of a modern foreign language may begin Latin at grade 11, as a second foreign language.

Guidance

The Latin teachers and guidance counsellors of each senior high school should be familiar with the publications given below.

Modern Foreign Languages, A Counsellor's Guide. Bulletin 1960, No. 20 (The place of Latin is discussed in this publication.) U. S. Office of Education.

Modern Foreign Languages and the Academically Talented Student. National Education Association

The FL Program and the Classical Languages. FL Program policy, PMLA, September 1956, part 2. Modern Language Association

Public Secondary Education in Maryland. Maryland State Department of Education

What about Latin? American Classical League

PART III

METHODS AND MATERIALS

Modus operandī...

METHODS

Phonology

Although oral communication is not the principal aim in the study of Latin today, it must be remembered that Latin was once speech. Pronouncing accurately and hearing correct pronunciation enables the student to differentiate forms and words more keenly. Therefore, it is expected that the student pronounce the language correctly, and read it orally without hesitation. The classical pronunciation is employed.

Morphology and Syntax

Latin is a highly inflected language; it depends on word endings, not on word order, to convey meaning. Since English is a word-order language, having lost most of its inflectional endings, the English-speaking beginner in Latin must be gradually led to the realization that there can be other arrangements of words, different from the patterns of his native language. He must memorize the possible endings of nouns, adjectives, and verbs, and learn to analyze Latin sentences to determine how the various elements in them are related to one another. He must be taught to render their meaning in English correctly expressed. The student must also be trained to describe these relationships, using the accepted terminology. These analyses, considerations, and descriptions are part of the large area in language learning called grammar.

Vocabulary

Vocabulary ranks with morphology and syntax as a factor in the development of proficiency in reading Latin. Constant attention must be given to building vocabulary throughout the sequence of levels.

Reading and Writing

Since reading in most languages is a process by which meaning is gleaned from printed or written symbols which represent sounds, teachers of first-year Latin should read Latin aloud frequently to their pupils, followed by pupil reading. The "sound image" of a word which the learner carries in his mind directly affects his reading of it and his ability to write it correctly. Whether or not the language is one which is now spoken is irrelevant with respect to this matter.

Teachers are also to help students achieve some degree of comprehension in reading Latin without conscious translation.

The writing of Latin reinforces the student's understanding of its forms and syntax. Throughout the sequence, exercises in translating from English to Latin are given. Teachers are urged to use dictation exercises from time to time. Guided Latin composition may be attempted with highly capable students in the third level.

Derivatives

Aspects of derivative study include the following:

Latin prefixes in English
Latin suffixes in English
Latin roots in English
Rules for spelling derivatives
Latin phrases and abbreviations used in English

The Use of Macrons

Assuming that correct pronunciation is taught, and that the students are aware of the distinction between long and short vowels, students need not be required to place macrons on the Latin words which they write, except in the following instances:

1. To distinguish between the nominative singular feminine and the ablative singular feminine.

   casa - *casā*

2. To distinguish between second and third conjugations:

   vidēre - *mittere*

3. To distinguish between dative and ablative plural, first and second declension, and the genitive singular, third declension.

   puellīs and *amīcīs* - *gentis*

(-*īs* may also be the accusative plural ending for third declension
i - stems. collēs or collīs)

The Use of Recorded Exercises for the Teaching of Structures and Forms

The use of narrative type Latin recordings as enrichment, and as a device for enhancing the students' awareness and appreciation of the sounds of Latin is discussed in the AUDIO-VISUAL SECTION of this guide.

The present discussion is concerned with the use of oral drill for the teaching of grammar in the manner used in the modern languages. In considering this technique, the teacher should keep in mind two points: the principal aim of the study of Latin is not oral communication; conversely, since Latin is a language, its deepest roots are phonological. Hence, although oral drill should not be so extensive and intensive as in the modern languages, it is a valid pedagogical device in the Latin class.

Oral practice helps to fix in mind forms and grammatical structure, and to achieve a higher point of facility and accuracy.

Oral practice need not be of the *recorded* type. The teacher should conduct rapid oral drill in class, in which he asks for quick reproduction of grammatical forms and short sentences or phrases. This kind of practice is particularly helpful in Levels I and II.

If the teacher organizes more formally the material mentioned in the above paragraph, so that each set of short sentences deals with one particular instructional point, with a minimum of vocabulary change, he has constructed a pattern drill. The teacher may choose to execute these drills "live," or he may pre-record them on tape for use with several classes. The tape recording would include: (1) directions to the students as to the type of forms or changes required; (2) presentation of the form to be modified or changed; (3) pause, at which time the student is to reply, (4) the correct answer for immediate reinforcement. Of course, recordings of *tests* do not include the last item. Such exercises may also require *written* responses provided the pause is long enough to enable the pupils to write. The teacher may stop the tape recorder after each item in order to achieve a longer pause.

The Latin teacher may wish to use the language laboratory *from time to time* in order to have better facilities for the taped drill material which he might have prepared. The scheduling of Latin classes for use of the laboratory although oral drill should not be so extensive and intensive as in the modern languages, it is a valid pedagogical device in the Latin class.

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The Latin teacher may wish to use the language laboratory from time to time in order to have better facilities for the taped drill material which he might have prepared. The scheduling of Latin classes for use of the laboratory on a weekly basis, however, is not justifiable in view of the objectives of the course.

In using recorded drills the teacher must be aware of the following important considerations:

1. He should be thoroughly familiar with the material on the tape.
2. The students' span of effective aural attention is not more than fifteen or twenty minutes at one time.
3. Recorded drill sessions should be followed by oral or written quizzes on the material which has been practiced. This feature should become an established part of the routine.
4. In contrast with the methodology in the modern languages, students should have the printed material before them when they begin a recorded pattern drill in Latin. After sufficient practice, the students must try to give the correct response without reference to the printed forms.
5. Since the basic aim is not automatic control of the language, but rather, more rapid recognition of forms and structures for reading comprehension, the time allotted to oral drill should be rather limited.
6. In preparing recorded drills, teachers should avoid the recitation of long lists requiring pupil responses. Drills should be in the form of short sentences or phrases.

The Use of Latin Classroom Expressions

Some teachers find that their students enjoy learning and using the Latin version of routine classroom expressions. This activity helps to provide a Latin atmosphere, and perhaps serves as a reminder that Latin was once a vehicle of oral communication in daily life.

Avēte, discipuli ... Hello, students
Avē, magistra ... Hello, teacher
Avē (or) Salvē ... Hello (or) Greetings
Valē / Valēte ... Goodbye
Adsum ... I am here
Quis hodiē abest? ... Who is absent today?
Herī aeger (aegra) eram ... I was sick yesterday.
Hodiē bene valeo ... I feel fine today.
Quis est nomen tibi? What is your name?
Mihi nomen est Robertus Smith / My name is Robert Smith
Sedē / Sedēte ... Sit down
Surge / Surgite ... Stand up.
Claude fenestram / ianuam ... Close the window / door.
Aperī fenestram / ianuam ... Open the window / door.
Aperīte / Claudite librōs ... Open / Close your books.
Quid agis?)
Quō modō tēcum?) ... How are you?
Dēpōnite pennās ... Put down your pens.
Sumite chartās et pennās ... Take paper and pens.
Audī / Audīte ... Listen
Lege / Legite Anglicō ... Read in English
Latinē ... in Latin
Redde ... Translate
Chartās in mensam ponite ... Put your papers on the table.
Chartam tuam dā / Chartās vestrās dāte ... Give me your paper/papers.
Rēctē! ... Right!
Errāvistī! ... Wrong!
Bene! ... Good!
Optimē! ... Very good!
Iterum ... Again (or) Repeat!
Quaeso (or) Sī vīs, Sī vultis ... Please!
Gratiās tibi / vōbīs agō ... Thank you
Grātiās tibi (or) Grātiās agō ... Thanks
Ignosce / Ignoscite mihi ... Pardon me
Silēte et animos advertite ... Be quiet and pay attention!
Silentium! ... Quiet!
Quid nōbīs hodiernum pensum? ... What is the lesson for today?
Ad paginam--librōs aperīte ... Turn to p.--in your books.

Ecquid interrogare vultis? ... Have you any questions?
Rem narrā ... Tell the story
Parāvistīne? ... Did you prepare your lesson?
Parāvī; non parāvī ... Yes, No --- prepared my lesson.
Unā voce recitāte omnēs ... All say it together.
Suōs quisque errorēs corrigat ... Correct your own mistakes.
Chartās inter vos mutāte ... Exchange papers.
Quota hora est? ... What time is it?
Quid novī? ... What's new?
Quid reī est? ... What's the matter?
Examen atramentō scribe ... Write the test in ink.
Quid dīxistī? / interrogāvistī? ... What did you say / ask?
Pugillārēs aperīte ... Open your notebooks.
Ita ... Yes
Minimē ... Not at all.
Parvum examen ... quiz

***

For further discussion of methodology please refer to the Bibliographies of this guide: PEDAGOGY (GENERAL INFORMATION AND METHODOLOGY), subtopic: Books.

Homework

The successful study of Latin requires a high degree of discipline and a willingness to spend a reasonable amount of time in daily preparation of assignments. Students new to the subject should be made aware of this fact early in the school year. It is the students' responsibility to carry out the assignments as directed by the teacher.

It is the teacher's responsibility to:

1. outline at the beginning of the course the plan for the year, and what is expected of the students.
2. clarify homework requirements at all times.
3. explain grading procedures both at the beginning of the year and whenever necessary thereafter.

4. give assignments which are directly related to the classroom work, and which will contribute to the pupils' achievement in daily performance and on tests.
5. keep assignments at a reasonable length.

In addition to daily assignments, there should be long-range assignments of the project type, particularly in levels II and III.

It is preferable to write assignments on the board for students to copy. Long-range assignments might be given in printed form, with all details.

MATERIALS

The textbook is the main source of material for the Latin curriculum.

The basic texts used in the program are the following:

LEVELS I AND II

1. Latin for Americans - I and II

   Ullman & Henry
   Macmillan Company
   60 Fifth Avenue
   New York 11, N. Y.
   (Key available)

2. First Year Latin and Second Year Latin

   Jenney
   Allyn and Bacon
   Englewood Cliffs, New Jersey
   (Teacher's manual available)

3. Latin, Our Living Heritage

   Breslove, Hooper, Barrett
   Charles E. Merrill Books, Inc.
   Columbus 16, Ohio

LEVEL III

1. Latin, Our Living Heritage

   Breslove, Hooper, Barrett
   Charles E. Merrill Books, Inc.
   Columbus 16, Ohio

2. Using Latin - III (Only in schools which now have)

   Horn, Gummere
   Scott, Foresman and Company
   Fairlawn, New Jersey
   (Guidebook and translation key for teacher available)

3. Latin for Americans - III

   Ullman & Henry
   Macmillan Company
   60 Fifth Avenue
   New York 11, N. Y.
   (Key available)

Recommended for those cases in which a Level IV text is needed:

Fourth Year Latin

Carlisle and Richardson
Allyn & Bacon
Englewood Cliffs, New Jersey

In Level I the student acquires sufficient vocabulary and grammatical structure to read Latin stories on Roman life and customs, mythology and classical heroes.

Through extended vocabulary and grammar study in Level II, the student is enabled to experience first-hand acquaintance with some Latin writers.

In Level III prose readings in Cicero and Sallust lead the student to consider the corrupting influences which led from the Republic to the Empire. The poetry of Ovid and, briefly, that of Virgil further acquaint the student with mythology previously encountered in Levels I and II.

The following aids should be used in the teaching of Latin:

maps
posters
tape and disc recordings
films, filmstrips, and slides
reference works in mythology, history, and etymology

The AUDIO-VISUAL section and the BIBLIOGRAPHIES give names and sources for the aids listed above.

The following specific supplementary items are recommended for each Latin classroom as a minimum:

Maps

Italy, Growth of Roman Power (Denoyer-Geppert-B12)

Caesar's Gaul (Denoyer-Geppert-B15)

Pictorial Map of Mediterranean Mythology and Classical Literature (Denoyer-Geppert S36 al)

Dictionary

Cassell's Latin-English and English-Latin Dictionary
(Funk & Wagnalls)

Derivative Text

Latin and Greek in Current Use
Burris & Casson
(Prentice-Hall, Inc.)

Reference Grammar

Bennett's New Latin Grammar
Allyn & Bacon)

Mythology

Bulfinch's Mythology
(Crowell publishers)

Classical Myths
(Allyn & Bacon)

Recordings
(discs - can be transferred to tape for durability)

Caesar - readings and commentary
(Folkways)

Cicero - readings and commentary
(Folkways)

A LESSON PLAN

The following lesson plan was prepared by one of our Latin teachers as a possible _modus operandi_ for teaching Lesson XIV, _Latin for Americans, Book I,_ pages 68-70. As a guide for a beginning teacher, it is in more detailed form than that which an experienced teacher might use.

The procedures described with regard to classroom organization and policy are not mandatory. However, the beginning teacher will profit from following such procedures and policies, particularly if he has not yet evolved a workable plan or organization of his own. Definiteness of organization and policy, and specific planning of all details are necessary for successful teaching.

Most class sessions in Latin involve:

Review
Presentation of new material
Discussion and/or practice (drill) with and by the students
Generalizations or rules elicited from students
Writing of these rules by the students
Application of rules by the students in exercises or quizzes

In addition, a _translation_ lesson should include the oral reading of the Latin by the students. Oral reading should be continued in Level III in order to savor the beauty of the Latin language, as expressed by such writers as Cicero. Having passages merely translated denies the student the opportunity to develop his sense of appreciation for this language.

Analysis of forms should be incorporated into the lesson.

INTRODUCTION

I. Homework

- A. Students receive a grade for their homework.
- B. The homework need not be checked in class unless students have specific questions concerning it.
- C. Students receive individual assistance with their difficulties in the form of comments and further explanations on each paper in accordance with the need reflected.
- D. Teacher should not make specific corrections, but should require the student to make them where indicated, and to resubmit the paper.

II. English Word Studies

- A. Students keep a notebook on English word studies.
    1. The front portion of the notebook is devoted to English derivatives and has as its columnar headings the following:

English Word Part of Speech /	Definition /	Latin Source Word /	Meaning of Latin Word /	Use of Eng. word in short sentence

2. The back portion of the notebook is used for the listing of prefixes, suffixes, and roots, with their meanings.
3. In addition to the listing of prefixes, suffixes, and roots, with their meanings, the students have a section devoted to English words formed from Latin root words plus prefixes or suffixes. The columnar headings for this section are as follows:

Eng. Word Part of Speech /	Latin Root Word and Meaning /	Prefix or Suffix and Meaning /	Literal Meaning of English Word /	Dictionary def. of English Word

- B. Notebooks are to be checked periodically for progress and collected at designated dates for correction and grading.
    1. Another type of check made is a quiz on the work which is scheduled to be in the notebooks by a specified time.

III. A Concomitant Activity

A. Students choose a suitable Latin word, on which they base a Latin word tree, with "parent" and "relative" branches. The root of the tree is the Latin word; the "parent" branches include Latin words of the same family; the "relative" branches are English words derived from the Latin words. Each student submits a project of this kind based on a different Latin word.

LESSON XIV, LATIN FOR AMERICANS, BOOK I

I. Background

A. Approximate time to be spent on the lesson is two class periods.

B. Material to be covered.

1. English word derivation

a. Based on new vocabulary of the lesson
b. Use of Latin prefixes, ab- de-, ex-, in English word formation

2. Oral reading and translation of the Latin passage, Servī.

3. Grammar

a. Vocative case

1. Its position in the sentence

b. Prepositions of place: ab, dē, ex

II. Objectives

A. To increase the students' English word power

B. To have students gain cultural knowledge of Roman life and customs

C. To have students understand the use and formation of the vocative in Latin, and to strengthen understanding of the use of direct address in English.

D. To fix firmly in the students' minds the exceptional vocative singular of -us and -ius nouns.

E. To enable students to differentiate without hesitation the meanings of ab, dē, ex.

F. To clarify the use of the ablative case with prepositions of place, ab, dē, ex.

G. To make clear the use of ā, ē before a word beginning with a consonant, and ab, ex, before a word beginning with a vowel.

III. Procedures

A. First day

1. Introduce new vocabulary

    a. Students pronounce each Latin word after the teacher and observe its meaning.

2. English word studies based on new vocabulary

    a. Students define English derivatives given in the test and explain the derivation of each.
    (Students orally follow the procedure used in their English derivative notebooks. See Introduction, II A. 1.)

    b. Students suggest additional derivatives

    c. Teacher writes on the board additional derivatives to be added to students' notebooks: captivity, mobile, remove, single, singularity, revoke.

3. Grammar study: vocative case

    a. Teacher has two or three students go to the board and write several Latin proper names
    (Note: The teacher has placed on the board beforehand model sentences illustrating the vocative case. These examples are covered by a wall map.)

    b. Teacher asks other students to go to the board and write the Latin for: girls, daughter, boy, slaves, comrade, comrades (nominative case forms).

    The model sentences are the following:

    1. Claudia, portā aquam.
    2. Vocā amicum tuum, Mārce.
    3. Nonne cenam parāvistis, puellae?
    4. Fīlia, movē praedam.
    5. Movē carrum, puer.
    6. Servī, pecuniam non merēbitis.
    7. Socī, captīvōsne spectāvistī?
    8. Sociī, spectāte.

    c. The teacher reveals the model sentences and calls upon students to translate them.

d. Teacher says or asks:

1. What do all of the nouns which you wrote on the board have in common as they are used in the model sentences?

   (All are set off by commas.)
   (All are spoken to directly.)

2. What do we call a noun in English when it is used to address a person or thing?

   (Noun of direct address)

3. What is the rule for the punctuation of nouns of direct address?

   (Set off by commas)

4. In Latin the special case for nouns of direct address is the vocative case.

   (vocāre, to call)

5. Compare the list of nouns in the nominative case which you have written on the board with the same nouns as used in the model sentences. What do you observe?

   (All the nouns in the model sentences except no. 2 and 7 are the same as the nominative forms, singular and plural.)

   The teacher then underlines with colored chalk the endings of the nouns which the students wrote on the board and the same nouns in the sentences, excluding those in no. 2 and no. 7.

6. What type of endings are involved in the nouns Mārcus and socius?

   (Second declension, nominative singular, -us and ius)

7. Excluding the -us and ius endings, what do you observe about the vocative endings?

   (Nominative case endings, singular and plural, are used for the vocative.)

8. Teacher asks for exceptions to this general rule.

   (-us nouns have the ending -e for vocative singular.)
   (-ius nouns have the ending ī for vocative singular.)

   Teacher underlines these endings in the model sentences.

9. Teacher asks students to state the complete rule involving the formation and use of the vocative case in Latin.

10. Teacher points out the difference in position of the vocative nouns in the model sentences, and elicits the observation that the position of the vocative is a function of relative emphasis.

4. Conclusions and summation

   a. Teacher asks the following:

      1. What is the use of the vocative case in Latin?

      2. What is meant by direct address?

      3. What are the endings of the vocative case in Latin?

      4. How is its position in the sentence determined?

      5. Read the rules as stated in text on page 69.

      6. Write the rules in your notebooks in your own words.

      (Teacher checks to make certain that they are accurately stated.)

5. Homework

   a. Translate the passage, "Servī, page 68. Write the translation in good English.

   b. Make a list of all vocatives in the passage and write the nominative case of the same nouns.

B. Second day

   1. Review of the vocative---use summation questions of previous day.

   2. Collect homework

3. With books closed, ask questions on the passage translated as homework.

4. Orally translate passage on Servī, having students correct their own papers as the translation proceeds.

5. Students point out the nouns in the vocative case occurring in the passage.

6. New grammar: prepositions of place: ab, dē, ex

   (These prepositions were introduced in the new vocabulary list.)

   a. In the passage on Servī the teacher has the pupils point out examples of the use of these prepositions, with their objects. As these examples are pointed out, the teacher writes them on the board.

   b. Teacher elicits the observation that the objects of these prepositions are in the ablative case.

   c. Teacher elicits observation concerning the use of ā and ē before consonants and ab and ex before vowels. Dē remains the same in each instance. Teacher points out footnote, page 69.

   d. To teach or strengthen the connotation of these prepositions (all meaning from, literally), the teacher has the students examine the examples again in context, and explain why each is used, in terms of connotation. The teacher calls the students' attention to the cartoons on page 70, which illustrate the differences in connotation of these prepositions.

   e. Practice: (Use second declension nouns since none was included in the passage.)

      1. Have students give orally the translations for:

         a. about friends (dē amīcīs)
         b. out of the cart (ē carrō)
         c. from the horse (ab equō)
         d. from Rome (that is, out of Rome) (ē Romā)
         e. down from the forest (dē silvā)

      2. Do orally, translation exercise A, page 69 (Latin to English), for review of both vocative case and prepositions of place.

7. Summation

   a. What case is used with the prepositions of place, ab, dē, and ex?

   b. What is the difference in use between ā and ab; and ē and ex?

   c. Give the difference in connotation of ab, dē, and ex, all meaning from.

8. Homework: Translation exercise B, page 69 (English to Latin).

C. Third Day

Use only fifteen or twenty minutes of the period for the activities given below.

1. Review vocative and prepositions of place.

2. English word studies, page 70.

   a. Have students define prefix; point out that it is a Latin derivative:

      prae-in front and fixus-attached

   b. Using knowledge of the connotative meanings of the prepositions ab, dē, and ex, students are to define a few of the words given in the text, page 70. Use procedure given in Introduction, item II A. 3.

      1. abstain / tenēre---to hold, keep / ab- / to keep
         verb) away from / away from

         to keep oneself from / You must abstain from drinking
         participation; to refrain / liquor
         voluntarily

      2. deform

      3. expatriation

      4. ex-president

      5. avocation

         Students are to distinguish between vocation and avocation.

Homework on English word studies, page 70:
Add to the prefix section of notebooks the following words:

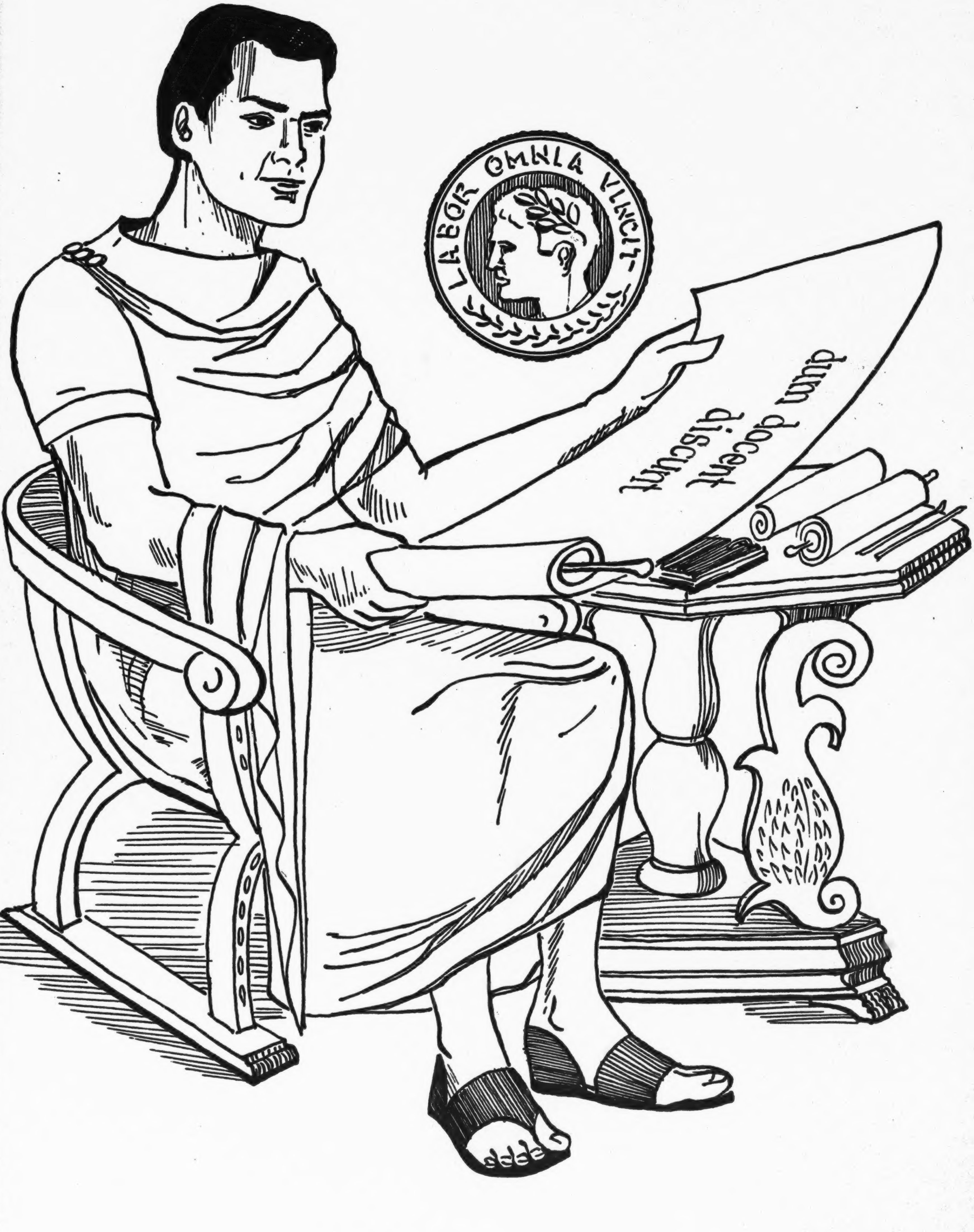
avocation
abstain
defame
deter
deviate
deportation
exalt
evoke

PART IV

LINGUISTIC LEARNINGS

Dē ratiōne linguārum...

Dē ratiōne linguārum


LABOR OMNIA VINCIT
dum docent
discunt

PRONUNCIATION

Latin pronunciation should be taught as a unit at the beginning of Level I. Students should be made aware that although the aim in the study of Latin is not oral fluency, nevertheless, Latin was once speech. Hence, correct utterance of forms will be insisted upon.

An adequate amount of drill should be provided to insure mastery of Latin pronunciation. The teacher must serve as the model at all times, pronouncing all new words, both isolated and in context, and requiring students to imitate him. If this procedure is followed in Level I, pronunciation problems in subsequent levels should be negligible.

At least three main periods of Latin pronunciation are distinguished: preclassical, classical or Roman, and Medieval or Church style. Although students should be taught to recognize all three of the above, it is the policy to stress the classical or Roman type. This school system adheres to the classical pronunciation since it is substantially that employed by the Romans at the height of their civilization; i.e., roughly, from 50 B.C. to 50 A.D.

N.B. The English examples given below are approximate. The teacher should provide the Latin model of correct pronunciation.

VOWELS

Short	ENGLISH EXAMPLES	LATIN EXAMPLES
a	like a in idea	tandem
e	like e in met	est
i	like i in sit	inter
o	like o in obey	quoque
u	like u in put	ut

Long	ENGLISH EXAMPLES	LATIN EXAMPLES
a	like a in father	pāx
e	like a in date	lātē
i	like i in police	īgnis
o	like o in holy	nōlō
u	like u in crude	pūgnō
y	like u in French tu, or German ü	Scylla

DIPHTHONGS	ENGLISH EXAMPLES	LATIN EXAMPLES
ae	like ai in aisle	saevae
oe	like oi in soil	moenia
au	like ow in now	audet
ei	like ei in freight	hei
eu	---------------	Eurōpa (ĕ and ŭ, said rapidly in succession)
ui	---------------	cui and huic ("kwee" and wheek")

CONSONANTS The consonants are pronounced as in English with the following exceptions:

bs	like ps in trips (b becomes voiceless)	urbs
bt	like pt in apt (b becomes voiceless)	obtinet
c	always like c in come	Cicero
ch	like ch in chorus	pulcher
g	always like g in go	Germānia
ngu	before a vowel-like ngu in language	lingua
i (j)	like y in yet	iubeō, eius
qu	before a vowel-like qu in quit	quibus
s	like the s in sea -in suādeō, suāvis, suēscō, and in compounds and derivatives of these words, su has the sound of sw as in swear.	vīsus

CONSONANTS	ENGLISH EXAMPLES	LATIN EXAMPLES
t	like the t in test	tertia
v	like the w in wall	vallum
x	like x in extra	exigō
z	like dz in adze or English z in prize (Sound uncertain - see Bennett, page 3)	zōna

Doubled consonants like ll, mm, tt, etc., should be so pronounced that both members of the combination are distinctly articulated.

N.B. ph and th.

There appears to be lack of agreement between two County texts concerning the pronunciation of these consonantal digraphs. The Jenny text, First Year Latin (p. 352) states that ph should be pronounced as in alphabet, and th as in thin.

The text, Latin for Americans - Book I (p. 384) contains the following instruction: ph = p th - t. Other Latin textbooks consulted present the latter point of view.

Below is the statement found in Bennett's New Latin Grammar, page 3:

> "The aspirates ph, ch, th were pronounced very nearly like our stressed English p, c, t - so nearly so, that for practical purposes, the latter sounds suffice."

In New Latin Grammar by Allen and Greenough (Ginn and Company), this explanation is offered:

> "ph, th, ch are properly like p, t, k followed by h (taphouse, anthill). The h may be conveniently neglected. However, ph became like, or nearly like, f soon after the classical period, and may be so pronounced to distinguish it from p."

Since no mention is made of any modification of the sounds represented by th and ch in the above passage, the implication is that these should continue to be pronounced as t and k respectively. There is no disagreement in the textbooks with respect to ch. However, in the case of th, it is best to follow the pronunciation given by the text being used, since actual recordings of Roman speech do not exist.

CONCEPTS TO BE TAUGHT IN CONNECTION WITH PRONUNCIATION

- Vowel Sound
- Vowel Quantity
- Diphthongs
- Syllable
    - penult
    - antepenult
    - quantity of syllable
    - syllabication
- Accent
- Uses of the macron

GRAMMAR: FORMS AND FUNCTIONS

The following section presents a summary of basic grammar required at each level of instruction. The material included should be considered as the minimum.

Teachers may wish to delve into more intricate syntactical relationships with highly capable students, or to go beyond that which is prescribed herein in the coverage of forms and functions. This practice is commendable provided that thorough mastery of the minima is not sacrificed.*

This presentation of grammar is in no sense sequential; rather it represents a synopsis of the major categories for each level, with respect to their forms and functions. It is intended as a reference for the teacher, so that he might determine relatively quickly what he should have presented in each of the categories by the end of each level of instruction. This arrangement complements the text, since the latter contains the sequential presentation.

Systematic review of forms and functions is necessary at each level. Some of the material listed for Level II in this guide is included in Level I of the Jenny text.

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*Students who transfer from one school to another should not be held accountable for grammatical material not included in this section.

NOUNS - FORMS

LEVEL I

DECLENSIONS

- First three declensions, all case forms
- Fourth and fifth declensions (introduce)

GENDER

- Natural gender and grammatical gender
- Exceptions to general rules of gender

NOUNS - FUNCTIONS

LEVEL I

NOMINATIVE CASE

- Subject
- Predicate nominative
- Apposition

GENITIVE CASE

- Possession
- Description
- Apposition

DATIVE CASE

- Indirect object
- Special verbs

NOUNS - FUNCTIONS

LEVEL I

DATIVE CASE (continued)

- With adjectives like similis, inimīcus
- Apposition
- Dative of possessor

ACCUSATIVE CASE

- Direct object
- Subject of infinitive
- Extent of time and space
- Prepositions
- Apposition

ABLATIVE CASE

- Ablative absolute
- Accompaniment
- Agent
- Description
- Manner
- Means
- Place from which
- Place where
- Prepositions
- Respect

NOUNS - FUNCTIONS

LEVEL I

ABLATIVE CASE (continued)

Time when

Apposition

VOCATIVE CASE

AGREEMENT

POSITION

The noun in the Latin sentence

ADJECTIVES - FORMS

LEVEL I

DECLENSIONS

Endings of first and second declension

- *magnus* type
- *liber* type
- *noster* type

Endings of third declension

- *acer* type
- *fortis* type
- *felix* type

Endings of irregular adjectives

- *alius*
- *alter*
- *neuter*
- *nūllus*
- *sōlus*
- *tōtus*
- *ūllus*
- *unus*
- *uter*

ADJECTIVES - FORMS

LEVEL I

COMPARATIVE AND SUPERLATIVE FORMS

- Regular comparison
- Irregular comparison
- Irregular in superlative only
  - miserrimus type
  - facillimus type
  - Use of magis and maximē
  - Declension of comparative and superlative forms

DEMONSTRATIVE ADJECTIVES

- is
- hic
- ille

INTENSIVE ADJECTIVE

- ipse

INTERROGATIVE ADJECTIVE

- quī

POSSESSIVE ADJECTIVES

- meus
- tuus
- noster
- vester

REFLEXIVE - POSSESSIVE

- suus

ADJECTIVES - FUNCTIONS

LEVEL I

AGREEMENT

Principle of modification

Agreement of adjective and noun in number, gender, and case

ATTRIBUTIVE ADJECTIVES (ADHERENT)

Concept

COMPARISON

Concept of degrees of comparison

Possible translations of comparative and superlative forms

DATIVE with ADJECTIVES

amīcus - *inimīcus*

aptus

grātus

similis

dissimilis

DEMONSTRATIVE

Meaning

INTERROGATIVE

NUMERALS

Cardinal

Ordinal

ADJECTIVES - FUNCTIONS

LEVEL I

POSSESSIVE

POSITION OF ADJECTIVE

PREDICATE ADJECTIVE

- Concept

REFLEXIVE - POSSESSIVE

PRONOUNS - FORMS

LEVEL I

DECLENSION

- Demonstrative
    - hic, is, ille
- Intensive
    - ipse
- Interrogative
    - quis
- Personal
    - ego, tu, nōs, vōs
- Reflexive
    - sē (and its forms)
- Relative
    - quī

PRONOUNS - FUNCTIONS

LEVEL I

AGREEMENT

ANTECEDENT

CASE USES

GENDER

PERSON

NUMBER

PRONOUNS - FUNCTIONS

LEVEL I

POSITION OF PRONOUNS

USES

- Demonstrative
    - Difference between is, hic, ille
- Intensive
- Interrogative
- Personal
    - Omission of subject except for emphasis or clarity
    - Genitive case of ego, tu, nōs, and vōs not used as possessive
    - ejus and eōrum as possessive, third person forms supplied by is
    - mēcum, tēcum, sēcum, nobīscum, vobīscum, quōcum, quācum, quibuscum
- Reflexive
    - Concept
    - First and second person reflexive
    - Third person reflexive
    - Direct reflexive
- Relative
    - Case of relative pronoun determined by use in clause
    - Number, gender, person determined by antecedent

VERBS - FORMS

LEVEL I

CONJUGATIONS

All four regular conjugations

INFINITIVE*

Four conjugations

- present active and passive
- perfect active and passive
- future active

IRREGULAR VERBS

- sum
- absum
- adsum
- possum
- praesum

MOOD

Indicative - four conjugations

Tenses

- present
- imperfect
- future
- perfect
- past perfect
- future perfect

Imperative

singular and plural, active voice

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*Although Jenney, in his text, Second-year Latin, (Allyn and Bacon, 1954) classifies the infinitive as a mood (p. 468), most authorities consulted refer to this form as a verbal. See Bennett's New Latin Grammar, p. 54. The ancient Romans referred to it as infīnītīvus modus or infīnitus modus.

VERBS - FORMS

LEVEL I

PARTICIPLES

Four conjugations

- present active
- perfect passive
- future active

VOICE

All tenses and conjugations of indicative mood

VERBS - FUNCTIONS

LEVEL I

AGREEMENT

- Person and number
- Omission of pronoun subjects

INFINITIVE

- Complementary
- Subject and predicate nominative
- Indirect statement or discourse
- Gender of infinitive
- Tenses of infinitive

INTRANSITIVE

- Copulative
- Complete

IRREGULAR VERBS

- Constructions with *possum*
- *Sum* and its compounds

MOOD

- Indicative, Use of
- Imperative, Use of

PARTICIPLES

- Ablative absolute
- Adjective

VERBS - FUNCTIONS

LEVEL I

PARTICIPLES (continued)

- Expansion into clauses
- Present participle
- Future active participle (introduce)

POSITION

- Verb in the Latin sentence

PRINCIPAL PARTS

- Four regular conjugations
- Stems and roots
- Third conjugation - iō verbs
- Compounding of verbs

TENSES

- Latin and English verb tenses
    - Latin perfect
    - English present perfect
    - English progressive and emphatic
    - Time element in participles
    - Infinitive tenses
- Latin perfect and imperfect (contrast)

TRANSITIVE

VOICE

- Concept

ADVERBS - FORMS

LEVEL I

FORMATION

-ē; -(i)ter; -ō

Adverbs of time, place, manner and degree

facile, multum type

audacter, cito

COMPARATIVE AND SUPERLATIVE FORMS

Regular comparison

Irregular comparison

Irregular in superlative only

miserrimē type

facillimē type

magis

minus

ADVERBS - FUNCTIONS

LEVEL I

DEFINITION

- Time
- Place
- Manner
- Degree or extent
- Modification principle

COMPARISON

- Concept
- Quam with superlative

POSITION OF ADVERB

PREPOSITIONS - FORMS AND FUNCTIONS

LEVEL I

DEFINITION

GOVERNING ABLATIVE CASE

- a, ab (ab before vowels or h)
- cum
- dē
- e, ex (ex before vowels or h)
- in (in, on)
- prae
- prō
- sine
- sub (at rest)

see NOUNS - FUNCTIONS, LEVEL I for uses of the ablative case to be presented at this level.

GOVERNING ACCUSATIVE CASE

- ad
- ante
- apud
- circum
- contrā
- in (into)
- inter

PREPOSITIONS - FORMS AND FUNCTIONS

LEVEL I

GOVERNING ACCUSATIVE CASE

ob

per

post

sub (motion)

super

trāns

See NOUNS - FUNCTIONS, LEVEL I for uses of the accusative case to be presented at this level

PREPOSITIONS AS PREFIXES

Assimilation

NOUNS - FORMS

LEVEL II

(Review all forms taught in Level I)

DECLENSIONS

- First three declensions - review
- Fourth and fifth declensions
- Irregular nouns
    - bōs
    - nēmo
    - vīs
    - domus
- Nouns in plural only
    - angustiae
    - arma
    - Īdūs
    - insidiae
    - moenia
    - posterī
- Indeclinable nouns
    - nihil
    - nefās
- Suffixes

NOUNS - FORMS

LEVEL II

(Review all forms taught in Level I)

GENDER

- Special cases
  - diēs
- Neuter and feminine nouns - fourth declension
- Change of gender
  - locus - loca

NOUNS - FUNCTIONS

(Review all functions taught in Level I)

NOMINATIVE CASE

- With fīō
- With dēligō and appellō

GENITIVE CASE

- Genitive of the whole (partitive)
- Genitive with adjectives

DATIVE CASE

- Agent
- Compound verbs
- Possession
- Purpose
- Reference

NOUNS - FUNCTIONS

LEVEL II

DATIVE CASE (continued)

- Purpose and reference (double dative)
- Separation
- Special Verbs (See VERBS-FUNCTIONS - Level II)
- Verbs used impersonally

ACCUSATIVE CASE

- Subject of infinitive in indirect statement
- Subjective complement in indirect statement
- Objective complement (predicate accusative)
  - (Caesarem ducem fēcērunt)
- Two accusatives with trādūcō and trānsportō
- Prepositions

ABLATIVE CASE

- Accordance
- Cause
- Comparison
- Dignus and indignus
- Deponent verbs
- Measure (degree of difference)
- Origin
- Prepositions
- Separation

NOUNS - FUNCTIONS

LEVEL II

VOCATIVE CASE

LOCATIVE CASE

AGREEMENT

ADJECTIVES - FORMS

LEVEL II

(Review all forms presented in Level I)

DEMONSTRATIVE FORMS

- īdem
- iste

GERUNDIVES

INDEFINITE FORMS

- aliquī
- quidam
- quisque

PRESENT PARTICIPLE AS ADJECTIVE

RELATIVE ADJECTIVE

- quī

ADJECTIVES - FUNCTIONS

LEVEL II

(Review all functions presented in Level I)

ADJECTIVES USED AS NOUNS

GENITIVE CASE

- cupidus
- perītus
- proprius
- commūnis

GERUNDIVE

PRONOUNS - FORMS

LEVEL II

(Review all forms presented in Level I)

DEMONSTRATIVE FORMS

iste

īdem

INDEFINITE FORMS

aliquis

quīdam

quis

quisque

quisquam

PRONOUNS - FUNCTIONS

LEVEL II

(Review all functions presented in Level I)

DEMONSTRATIVE

iste)
)
hic) difference in use
)
ille)

īdem

INTENSIVE

As emphatic pronoun

PRONOUNS - FUNCTIONS

LEVEL II

REFLEXIVE

- Indirect reflexive

RELATIVE

- Connecting relative
- Relative clause preceding
- Relative with predicate noun
- Omission of antecedent
- Clause as antecedent

VERBS - FORMS

LEVEL II

(Review of all Latin I verb forms)

CONJUGATIONS

Learning of additional regular verbs of all four conjugations

DEFECTIVE VERBS

DEPONENT VERBS

Passive forms with active meaning

Active forms - future infinitive, present and future participles, gerund

Passive forms with passive meanings - gerundive and sometimes perfect passive participle

Semi-deponents

GERUND

Formation of

Declension of

IMPERATIVE

Passive forms, all conjugations

Forms of nōlō, mālō, ferō

Negative commands

IMPERSONAL VERBS

Forms and tenses

INDICATIVE

Contracted forms

VERBS - FORMS

LEVEL II

INFINITIVE

- Future active - periphrastic construction

IRREGULAR VERBS

- Forms of irregular verbs listed in VOCABULARY section, Level II pages 107-8 (Indicative and Subjunctive)
- Principal parts and tenses

PARTICIPLES - four conjugations

- Future active
- Future passive (gerundive)
- Periphrastic conjugations

SEQUENCE OF TENSES

SPECIAL VERBS GOVERNING:

- Ablative
- Dative
- Genitive

SUBJUNCTIVE - four conjugations

- Present
- Imperfect
- Perfect
- Past perfect
- Contracted forms

VERBS - FORMS

LEVEL II

VERBS COMPOUNDED WITH PREPOSITIONS

Assimilation

e. g., *ob* + *ferō* becomes *offerō*

Vowel changes

e. g., *dē* + *faciō* becomes *dēficiō*

VOICE

Passive forms of imperative, all four conjugations

Active and passive forms of subjunctive mood, all tenses and conjugations

VERBS - FUNCTIONS

LEVEL II

(Review of all functions taught in Latin I)

AGREEMENT

DEFECTIVE VERBS

Definition and recognition

Meanings of tenses of specific defectives, e. g., meminī: form is perfect, meaning is present

Common defectives:

- coepī
- meminī
- ōdī
- inquam (inquis, inquit)

DEPONENT VERBS

Concept of deponent verbs

Important deponent verbs in Level II

- arbitror
- gradior
- loquor
- polliceor
- potior
- proficiscor
- sequor
- videor

Concept of semi-deponent verbs

Important semi-deponent verbs of Level II

- cōnfīdō
- audeō
- gaudeō
- soleō

VERBS - FUNCTIONS

LEVEL II

Deponent verbs which govern ablative case:

- ūtor
- potior
- fruor
- fungor
- vēscor

GERUND

Definition of gerund as used in Latin

Uses:

- not used as subject or direct object of verb (infinitive used for this purpose)
- with genitive case:
  - causā
  - grātiā
  - adjectives, e.g., cupidus
- with dative - rarely used
- with accusative (ad)
- with ablative (means or cause - without preposition)
- as object of prepositions ab, dē, ex, in
- gerund takes direct object usually only in its genitive or ablative forms (without a preposition)

Difference in concept and use between gerund and gerundive

IMPERSONAL VERBS

Definition of impersonal construction

VERBS - FUNCTIONS

LEVEL II

IMPERSONAL VERBS (continued)

Operations of the weather

pluit

Special verbs

licet
oportet

Third person singular active of some verbs used impersonally

interest
constat

Third person singular, passive, used impersonally

creditur

Impersonal expressions

necesse est
mōs est
opus est

Dative case with impersonal verbs

Genitive with *interest*

Infinitive as subject of impersonal verbs

INDICATIVE

Use in relative clauses

Use in adverbial clauses

Use in noun clauses

VERBS - FUNCTIONS

LEVEL II

INFINITIVE

Subject of impersonal verbs

Use of future active infinitive in periphrastic conjugation

IRREGULAR VERBS

Definition of irregular verb

Particular uses:

fīō
nōlō
mālō
volō

PARTICIPLES

Future active participle

Future passive participle

Periphrastic conjugations

Present active participle

Perfect passive participle

Gerundive

obligation or necessity (with dative of agent)

Participles as substantives

Gerund and gerundive

SUBJUNCTIVE

Grammatical subordination and non-assertion

VERBS - FUNCTIONS

LEVEL II

SUBJUNCTIVE (continued)

- Indicative and subjunctive
- Subjunctive in independent clauses
    - hortatory
    - jussive
- Subjunctive in dependent clauses
    - anticipatory
    - contrary - to - fact condition (introduce only)
- cum clauses
    - descriptive or circumstantial
    - concessive or adversative
    - temporal (indicative)
    - causal
- Descriptive relative clauses and relative clauses of purpose
- Volitive clauses
- Result clauses with accidit and efficiō
- Result clauses introduced by ut
- Clauses with verbs of fearing, hindering, doubting
- Indirect discourse
- Purpose clauses
    - quō clauses
- Quod (quoniam) causal clauses

TENSES

- Historical present
- Sequence of tenses, rules and exceptions

VERBS - FUNCTIONS

LEVEL II

VERBS GOVERNING ABLATIVE AND DATIVE

Ablative:

potior
ūtor
fruor
fungor
vēscor

Dative:

Compound verbs with the following prefixes:

ante-
ob-
prae-
sub-

Other possible prefixes

ad-
circum-
com-
in-
inter-
post-
pro-
super-

Antepōnō, praesum, succēdō, īnferō, intersum, supersum

Special verbs

accidit
crēdō
dēsum
noceō
parcō
persuādeō
resistō

VOICE

Voice in subjunctive mood

ADVERBS - FORMS AND FUNCTIONS

LEVEL II

(Continue as in Level I, with addition of new adverbs as vocabulary items)

PREPOSITIONS - FORMS AND FUNCTIONS

LEVEL II

(Review all prepositions presented in Level I)

GOVERNING ABLATIVE CASE

Similar to Level I

cum appended to personal pronouns of first and second person, singular and plural, and reflexive, in ablative of accompaniment

See NOUNS - FUNCTIONS - LEVEL II for uses of the ablative case to be presented at this level.

GOVERNING ACCUSATIVE CASE

adversus or adversum

circiter

cis

citrā

ergā

extrā

infrā

intrā

iūxtā

praeter

prope

propter

suprā

ultrā

versus

PREPOSITIONS - FORMS AND FUNCTIONS

LEVEL II

GOVERNING ACCUSATIVE CASE (continued)

versus follows noun it governs

See NOUNS - FUNCTIONS - LEVEL II, for uses of accusative case to be presented at this level.

PREPOSITIONS AS PREFIXES

NOUNS - FORMS

LEVEL III

(Review of all forms taught in Level I and II)

DECLENSIONS

Ablative singular of ignis (ignī)

Accusative plural endings in third declension (īs - ēs)

Accusative singular of turris (turrim)

Ending-ubus (dative and ablative)

- quercus
- tribus
- arcus
- lacus (possible)

Dative and ablative of bōs

Greek nouns

Indeclinable nouns-fās

Nouns in more than one declension

- vās
- plēbs

Sponte (ablative of an obsolete nominative)

NOUNS - FUNCTIONS

LEVEL III

(Review of functions taught in Level I and II)

NOMINATIVE CASE

- Subject of historical infinitive

GENITIVE CASE

- Adjectives
  - *proprius*
  - *communis*
- Indefinite value
- Materials and composition
- Measure
- Objective genitive
- Subjective genitive
- Verbs
  - accusing, acquitting, condemning
  - *interest*
  - *meminī*
  - *miseret*
  - *oblīvīscor*
  - *rēfert*
  - *reminīscor*
  - *paenitet*
  - *piget*

NOUNS - FUNCTIONS

LEVEL III

GENITIVE CASE (continued)

- pudet
- taedet

DATIVE CASE

- Special verbs (See VERBS-FUNCTIONS - Level II)

ACCUSATIVE CASE

- Exclamation
- Asking, requesting, teaching, concealing (Two accusatives)
- Impersonal verbs
- Middle voice
- Prepositions
- Proprior and proximus
- Respect and degree

ABLATIVE CASE

- Attendant circumstance
- Apposition with locative case
- Deponents
- opus est
- Prepositions
- Price
- Route

AGREEMENT

ADJECTIVES - FORMS

LEVEL III

(Review all forms presented in Levels I and II)

CORRELATIVE ADJECTIVES

alius. . . *alius*

aliī. . . *aliī*

alter. . . *alter*

tālis. . . *quālis*

tantus. . . *quantus*

tot. . . *quot*

INDEFINITE ADJECTIVE

quisquam

NUMERALS

Distributives

singulī, etc.

VOCATIVE

Of *meus*

ADJECTIVES - FUNCTIONS

LEVEL III

(Review all functions presented in Levels I and II)

ACCUSATIVE with ADJECTIVES

propior - *proximus*

ADJECTIVE with ADVERBIAL FORCE

ADJECTIVES - FUNCTIONS

LEVEL III

ADJECTIVE DENOTING A PART

summus

medius

AGREEMENT

Of predicate adjective or participle with compound subject

COMPARISON

Lacking positive degree

propior - *proximus*

prior - *prīmus*

DEMONSTRATIVES

iste)
)
hic) difference in use
)
ille)

PRONOUNS - FORMS

LEVEL III

(Review all forms presented in Levels I and II)

INDEFINITE FORMS

quispiam

quisquis

quīvīs

quīlibet

PRONOMINAL ADJECTIVES

see ADJECTIVES - FORMS - Level II

PRONOUNS - FUNCTIONS

LEVEL III

(Review all functions presented in Levels I and II)

AGREEMENT

Demonstrative and relative pronouns with compound antecedents

GENITIVE CASE

As objective genitive

meī

tuī

suī

nostrum

vestrum

As genitive of the whole

nostrum

vestrum

PRONOUNS - FUNCTIONS

LEVEL III

RELATIVE

- Causal clauses
- Concessive clauses
- Descriptive clauses
- Purpose clauses
- Result clauses

VERBS - FORMS

LEVEL III

(Review of verb forms of Level I and II)

FREQUENTATIVE VERBS

IMPERATIVE

- Of deponent verbs

INCEPTIVE VERBS

INFINITIVE

- Future passive

SUPINE

VERBS - FUNCTIONS

LEVEL III

(Review of all functions taught in Level I and II)

AGREEMENT

DEPONENT VERBS

- ūtor, potior, fruor, fungor, vēscor (governing ablative case)

FREQUENTATIVE VERBS

- Meaning of term
- jactō
- cursō

IMPERATIVE

- Of deponent verbs

VERBS - FUNCTIONS

LEVEL III

INCEPTIVE VERBS

- Meaning of term
- tremescō

INDICATIVE

- "future-more-vivid" conditional sentence
- Epistolary tenses
- Tense use with jam diū
- Perfect system of verbs like cognōscō

INFINITIVE

- Historical
- Future passive
- fore
- futurum esse

SUBJUNCTIVE

- Dependent Clauses
    - contrary-to-fact condition
    - "future-less-vivid" condition
    - clauses of proviso
        - dum
        - modō
        - dum modō

VERBS - FUNCTIONS

LEVEL III

SUBJUNCTIVE (continued)

- clauses of doubt, hindrance, prevention
    - negative expressed or implied
    - introduced by quīn
- implied indirect discourse

Independent clauses

- direct questions
    - exclamatory
    - deliberative
- wishes (optative)
    - utinam
    - present subjunctive with future meaning
    - imperfect subjunctive with present meaning
    - past perfect subjunctive with past meaning

Negative Commands (prohibitive)

- nē + present or perfect subjunctive

fore ut . . .

futurum esse . . .

SUPINE

Accusative supine

- purpose
    - may have direct object

Ablative supine

- auditū
- cognitū

VERBS - FUNCTIONS

LEVEL III

SUPINE (continued)

dictū
factū
vīsū
no direct object

VERBS GOVERNING GENITIVE

Accusing, condemning
Acquitting
Forgetting
Impersonal verbs
Remembering
(See NOUNS-FUNCTIONS - Level III)

ADVERBS - FORMS

LEVEL III

(Review all forms taught in Levels I and II)

ADVERBS WITH -IM ENDING

statim

paulatim

ADVERBS - FUNCTIONS

LEVEL III

(Review all functions taught in Levels I and II)

ACCUSATIVE CASE

prīdiē)
)
postrīdiē)
) used like prepositions
propius)
)
proximē)

GENITIVE OF THE WHOLE

parum

satis

partim

prīdiē ejus diēī and postrīdiē ejus diēī

NUMERAL ADVERBS

Semel

PREPOSITIONS - FORMS AND FUNCTIONS

LEVEL III

(Review all prepositions presented in Levels I and II)

GOVERNING ABLATIVE CASE

tenus

See NOUNS - FUNCTIONS - LEVEL III, for uses of accusative case to be presented at this level.

GOVERNING ACCUSATIVE CASE

Similar to levels I and II

propior, propius and proximus, proximē used as prepositions

PREPOSITIONS AS ADVERBS

ante

contrā

post

PREPOSITIONS AS PREFIXES

CONJUNCTIONS

LEVELS I, II AND III

DEFINITIONS

TYPES

- Coordinate
- Correlative
- Subordinate
  - for conjunctions introducing subordinate clauses, see VERBS, Levels I, II and III.

See VOCABULARY for conjunctions to be learned at each level

INTERJECTIONS

See VOCABULARY I, II and III.

ENCLITICS

See VOCABULARY I, II and III.

SUMMARY OF GRAMMATICAL TERMS

LEVELS I, II AND III

Starred items are intended for Levels II - III

Adjective

Adverb

Agreement

*Anacoluthon

Antecedent

Antepenult

Apposition

Appositive

*Archaism

*Assonance

*Asydeton

Case

Clause

Comparison

Complementary infinitive

Conjugation

Conjunction

Consonant

Declension

Demonstrative

SUMMARY OF GRAMMATICAL TERMS

LEVELS I, II AND III

Derivative

Diphthong

Expletive

Gender

Gerund

Gerundive

*Hellenism

*Hysteron proteron

Imperative

Indefinite

Independent clause

Indicative

Infinitive

Intensive

Interjection

Mood

Noun

Number

Object

Participle

Parts of speech

Penult

SUMMARY OF GRAMMATICAL TERMS

LEVELS I, II AND III

*Periphrasis

Person

Phrase

*Pleonasm

*Polysyndeton

Predicate

Predicate adjective

Predicate noun

Prefix

Preposition

Principal parts

Pronoun

Reflexive

Relative

Sentence

Stem

Stress

Subject

Subjunctive

Subordinate

Suffix

SUMMARY OF GRAMMATICAL TERMS

LEVELS I, II AND III

*Supine

Syllable

Syntax

Tense

*Tmesis

Verb

Vocative

Voice

Vowel

*Zeugma

VOCABULARY AND IDIOMS

Nouns

Adjectives

Pronouns

Verbs

Prepositions

Conjunctions

Adverbs

Interjections

Enclitics

BASIC VOCABULARY and IDIOMS for LEVEL I
(Starred items are in the Jenney texts only)

NOUNS

First Declension

1. agricola (m)
2. amīcitia
3. aqua
4. Britannia
5. casa
6. causa
7. cōpia
8. cōpiae
9. dea
10. dīligentia
11. fābula
12. fāma
13. fīlia
14. fortūna
15. fossa*
16. fuga
17. Gallia
18. Germania
19. Graecia
20. grātia
21. hōra
22. iniūria
23. inopia*
24. īnsula
25. Italia
26. lingua
27. memoria
28. nātūra
29. nauta (m)
30. ōra*
31. Patria
32. pecūnia
33. poena
34. poēta (m)
35. puella
36. rēgīna
37. sapientia
38. Rōma
39. silva
40. terra
41. via
42. victōria
43. vīlla
44. vīta

Second Declension

1. ager
2. amīcus
3. animus
4. annus
5. arma
6. auxilium
7. beneficium
8. bellum
9. captīvus
10. castra
11. cōnsilium
12. deus
13. equus
14. exemplum
15. factum
16. fīnitimī*
17. frūmentum
18. Gallus
19. Germānus
20. impedimentum
21. iūdicium*
22. imperium
23. impedīmenta
24. lēgātus
25. liber librī
26. locus
27. loca (n)
28. Mārcus
29. modus
30. mūrus*
31. nāvigium*
32. negōtium
33. numerus
34. officium
35. oppidum
36. perīculum
37. populus
38. praemium
39. praesidium
40. puer
41. rēgnum
42. Rhēnus
43. servus
44. signum
45. socius
46. spatium
47. tēlum
48. vallum
49. vir

LEVEL I

NOUNS

Third Declension
(masculine)

1. Caesar
2. civis
3. collis*
4. cōnsul
5. dolor*
6. dux
7. eques*
8. explōrātor*
9. fīnes
10. fīnis
11. frater
12. homō
13. hostis
14. ignis
15. imperātor
16. mīles
17. mōns
18. nēmō
19. ōrdō
20. pater
21. pedes*
22. pēs
23. pōns
24. prīnceps
25. rēx
26. timor*

(feminine)

1. aestās
2. altitūdō*
3. auctōritās
4. caedēs*
5. celeritās
6. cīvitās
7. cohors*
8. condiciō
9. cōnsuētūdō*
10. difficultās*
11. hiems
12. laus*
13. legiō*
14. lēx
15. lībertās
16. lūx
17. magnitūdō*
18. māter
19. mēns*
20. mors
21. mulier
22. multitūdō*
23. nāvis
24. nox
25. ōrātiō
26. pars
27. pāx
28. potestās
29. ratiō
30. salūs
31. servitūs*
32. turris*
33. urbs
34. virtūs
35. vis

(neuter)

1. animal*
2. caput
3. corpus
4. flūmen
5. genus
6. iter
7. iūs
8. mare
9. nihil (indecl.)
10. nōmen
11. rūs*
12. tempus
13. vulnus

Fourth Declension

1. adventus*
2. cornū*
3. domus (f)
4. exercitus
5. impetus
6. manus (f)
7. passus*
8. senātus

Fifth Declension

1. aciēs*
2. diēs (m&f)
3. fidēs*
4. rēs
5. spēs

LEVEL I

ADJECTIVES

First & Second Declensions

1. aequus
2. altus
3. amicus
4. amplus*
5. barbarus
6. bonus
7. certus
8. clārus
9. crēber*
10. cupidus*
11. dexter*
12. ēgregius
13. finitimus
14. firmus
15. grātus
16. idōneus*
17. imperītus*
18. inimīcus
19. inīquus*
20. integer
21. lātus
22. līber lībera līberum
23. longus
24. magnus
25. malus
26. medius
27. meus
28. miser
29. multus
30. noster
31. nōtus
32. novus
33. nūllus
34. parvus
35. pauci -ae -a
36. perītus*
37. proximus
38. pūblicus
39. pulcher
40. reliquus
41. sacer
42. sinister*
43. summus
44. suus
45. tantus*
46. tardus*
47. timidus
48. tuus
49. ūllus
50. vērus
51. vester

Third Declension

1. ācer
2. brevis*
3. celer
4. commūnis
5. difficilis
6. dissimilis
7. equester*
8. facilis
9. fortis
10. gravis
11. levis
12. mīlitāris*
13. nōbilis
14. omnis
15. pedester*
16. satis (indecl)
17. similis
18. tālis*

Cardinals

ūnus
duo
trēs
quattuor
quīnque
sex
septem
octō
novem
decem
undeceim
duodecim
vīgintī
centum
ducentī ae a
mille

Ordinals

prīmus
secundus
tertius
quārtus
sextus*
septimus*
octāvus*
nōnus*
decimus*
ūndecimus*
duodecimus*

PRONOUNS

1. aliquis*
2. ego
3. hic
4. īdem
5. ille
6. ipse
7. is
8. quī
9. quis
10. -- suī
11. tū

LEVEL I

VERBS

First Conjugation

1. amō
2. appellō
3. appropinquō (dat)*
4. comparō*
5. cōnservō
6. convocō
7. dēmōnstrō
8. dō
9. ēvocō
10. exīstimō
11. expugnō
12. exspectō
13. habitō
14. hortor*
15. imperō (dat)
16. iūdicō
17. labōrō
18. līberō
19. locō*
20. narrō
21. nāvigō
22. negō*
23. nūntiō
24. occupō
25. oppugnō*
26. pācō*
27. parō
28. portō
29. postulō*
30. properō
31. pugnō
32. putō
33. rogō
34. servō
35. spectō
36. spērō
37. superō
38. temptō*
39. vocō
40. vulnerō

Second Conjugation

1. audeō*
2. commoveō
3. contineō
4. dēbeō
5. dēleō
6. doceō
7. habeō
8. iubeō
9. maneō
10. moneō
11. moveō
12. noceō (dat)
13. obtineō
14. pāreō (dat)*
15. pateō*
16. permoveō
17. persuādeō (dat)*
18. perterreō*
19. pertineō
20. prohibeō
21. prōvideō
22. respondeō
23. retineō
24. sedeō
25. studeō (dat)*
26. sustineō
27. teneō
28. terreō
29. timeō
30. vereor*
31. videō

Third Conjugation

1. abdūcō*
2. accipiō
3. addūcō
4. agō
5. āmittō
6. ascendō
7. capiō
8. cēdō
9. cognōscō
10. cōgō
11. committō
12. cōnficiō
13. coniciō*
14. cōnscrībō*
15. cōnsistō
16. cōnsulō
17. contendō
18. crēdō (dat)
19. cupiō
20. dēfendō
21. dēiciō*
22. dēligō
23. dēpōnō
24. dīcō
25. dīmittō
26. discēdō
27. dūcō
28. ēdūcō
29. excēdō
30. expellō
31. faciō
32. gerō
33. iaciō
34. incendō*
35. incipiō
36. incolō
37. indūcō*
38. īnstruō
39. interclūdō
40. interficiō
41. intermittō
42. mittō
43. ostendō
44. patior*
45. pellō
46. perdūcō*

LEVEL I

VERBS

Third Conjugation

47. petō
48. pōnō
49. praeficiō
50. praemittō
51. premō
52. prōcēdō
53. prōdūcō
54. prōpōnō
55. quaerō
56. rapiō
57. recipiō
58. reddō
59. redūcō
60. regō
61. relinquō
62. remittō
63. resistō*
64. scrībō
65. sequor*
66. sūmō
67. suscipiō
68. trādūcō
69. vincō

Fourth Conjugation

1. audiō
2. conveniō
3. impediō
4. mūniō
5. perveniō
6. sciō
7. sentiō
8. veniō

Irregular Verbs

1. absum
2. adsum
3. dēsum*
4. eō*
5. ferō*
6. fīō*
7. īnferō*
8. inquit
9. mālō*
10. nōlō*
11. oportet*
12. possum
13. praesum
14. sum
15. volō*

LEVEL I

PREPOSITIONS

1. ā, ab
2. ad
3. ante
4. apud
5. cum
6. dē
7. ē, ex
8. in
9. in
10. inter
11. per
12. post
13. prō
14. propter *
15. sine
16. trāns

CONJUNCTIONS

1. ac
2. atque
3. aut
4. aut...aut
5. autem
6. cum
7. enim *
8. et
9. et...et
10. itaque
11. nam
12. ne *
13. nec (neque)
14. neque...neque
15. quandō *
16. -que
17. quod
18. sed
19. sī
20. simul atque *
21. tamen
22. ut *

INTERJECTIONS

1. ecce
2. iō

IDIOMS

1. Ā dextrō cornū *
2. Bellum gerere *
3. Castra movēre *
4. Castra pōnere
5. Grātiās agere (dat)
6. In fugam dare *
7. In mātrimōnium dūcere *
8. In summō monte *
9. Iter facere *
10. Mille passūs *
11. Ōrātiōnem habēre
12. Plūrimum posse *
13. Poenam dare
14. Prīmā lūce *
15. Proelium committere
16. Proximō diē *
17. Quam prīmum *
18. Rēs frūmentāria *
19. Rēs mīlitāris *
20. Rēs pūblica
21. Sē recipere *
22. Sub monte *

ENCLITICS

1. -ne
2. -que
3. -cum

LEVEL I

ADVERBS

1. ācriter
2. adhuc *
3. aegrē *
4. aequē *
5. aliās *
6. alibī *
7. aliquandō *
8. aliter *
9. altē
10. amplē *
11. angustē
12. ante
13. anteā *
14. atrociter *
15. audācter *
16. bene (melius, optimē)
17. benignē *
18. bis *
19. breviter *
20. celeriter
21. certē
22. circā *
23. circiter *
24. circum *
25. clam *
26. clarē
27. cōnstanter *
28. cotidie *
29. crēbrē *
30. cūr
31. deinde *
32. dīligenter *
33. dīrē *
34. diū *
35. domī *
36. domum *
37. ecce *
38. eō *
39. eōdem *
40. ergō *
41. etiam
42. facile
43. fēlīciter *
44. ferē *
45. forīs *
46. fortasse *
47. forte *
48. fortiter *
49. frūstrā *
50. grātē
51. graviter
52. heri *
53. hīc *
54. hinc *
55. hodiē *
56. hūc *
57. iam
58. ibi
59. īllō *
60. inde *
61. interim
62. ita
63. itaque
64. item *
65. iterum *
66. iūstē
67. lātē *
68. lentē *
69. leviter
70. līberē
71. longē *
72. malē *
73. maximē
74. minimē
75. mox
76. nē *
77. nōn
78. numquam
79. nunc
80. olim *
81. optimē
82. parum *
83. paulō
84. post *
85. posteā
86. prīdem *
87. prīmō
88. prīmum *
89. prius *
90. prope *
91. prōsperē *
92. proximē *
93. prūdenter *
94. pulchrē *
95. pūblicē
96. quam *
97. quasi *
98. quondam
99. saepe
100. satis
101. semper
102. sīc
103. sicut *
104. simul *
105. statim *
106. subitō *
107. suprā *
108. tam *
109. tamquam *
110. tandem *
111. tantum *
112. tardē
113. tum
114. tunc *
115. ubi
116. ubīque *
117. ūnā *
118. vehementer *
119. vēlōciter *
120. vērō *
121. vix

BASIC VOCABULARY AND IDIOMS for LEVEL II

NOUNS

First Declension

1. ancora
2. angustiae
3. aquila
4. cūstōdia
5. fīdūcia
6. incola
7. industria
8. īnsidiae
9. litterae, -ārum
10. māteria
11. perfidia
12. perfuga
13. porta
14. praeda
15. pugna
16. rīpa
17. tenebrae
18. vigilia

Second Declension

1. carrus
2. castellum
3. cibus
4. colloquium
5. dētrīmentum
6. gladius
7. hīberna, -ōrum
8. inimīcus
9. iugum
10. iūmentum *
11. mandātum
12. nūntius
13. pābulum
14. pāgus
15. perfugium
16. pīlum
17. praefectus
18. rēmus
19. saxum
20. scūtum
21. stīpendium
22. trīduum
23. vadum
24. ventus
25. verbum
26. vīcus

Third Declension

1. adulēscēns, -entis
2. agger, -eris
3. agmen, -inis
4. clāmor, -ōris
5. classis, classis
6. cliēns, -entis
7. contentiō, -ōnis *
8. ēruptiō, -ōnis
9. facultās, -ātis
10. famēs, famis
11. frīgus, -oris
12. frōns, frontis
13. gēns, gentis
14. hospes, -itis
15. iuvenis, iuvenis
16. lapis, -idis
17. latus, -eris
18. lēgātiō, -ōnis
19. lītus, -oris
20. mēnsis, mensis
21. mercātor, -ōris
22. mōs, mōris
23. obses, -idis
24. obsidiō, -ōnis
25. occāsiō, -ōnis
26. onus, -eris
27. opēs, opum (pl.)
28. oppugnātiō, -ōnis
29. opus, operis
30. palūs, -ūdis
31. pecus, -oris
32. plēbs, plēbis
33. precēs, -um (pl.)
34. profectiō, -ōnis
35. sōl, sōlis
36. statiō, -ōnis
37. tempestās, -ātis
38. uxor, -ōris
39. vallēs, vallis
40. vestis, vestis
41. viātor, -ōris
42. vōx, vōcis

Fourth Declension

1. aestūs
2. commeātus
3. conventus
4. cruciātus
5. discessus
6. equitātus
7. ēventus
8. gradus
9. magistrātus
10. occāsus
11. portus
12. ūsus

Fifth Declension

1. facies
2. merīdiēs, (m)
3. plānitiēs
4. speciēs

LEVEL II

ADJECTIVES

First & Second Declensions

1. angustus
2. apertus *
3. aptus *
4. asper, -era, -erum
5. bīnī
6. commodus
7. continuus
8. dēfessus
9. dubius *
10. ēditus
11. maritimus
12. mātūrus
13. nōn nūllī, -ae, -a
14. nūllus
15. plēnus
16. plērīque
17. posterus
18. propinquus
19. repentīnus
20. saucius *
21. singulī
22. sōlus
23. summus
24. suprēmus
25. ternī
26. tōtus
27. tūtus
28. ūllus

Third Declension

1. alacer
2. citerior
3. dēclīvis
4. incolumis
5. inermis
6. īnferior, -ius
7. īnfirmus
8. quālis
9. recēns, -entis
10. singulāris
11. superior
12. turpis
13. ūtilis, inutilis
14. vetus, veteris

Pronominal Indefinite Adjectives

1. alius
2. alter
3. aliquī *
4. neuter
5. quī
6. quīdam
7. quisquam
8. quisque
9. uter
10. uterque

VERBS

First Conjugation

1. aedificō
2. arbitror
3. auxilior
4. clāmō
5. collocō
6. commendō
7. cōnor
8. dēcertō
9. dīmico
10. explōrō
11. mandō
12. moror
13. perturbō
14. dēspērō
15. populor
16. probō
17. sollicitō
18. sublevō
19. suspicor
20. vagor
21. vāstō

Second Conjugation

1. adhibeō
2. augeō
3. impleō *
4. invideō
5. obsideō
6. placeō
7. polliceor
8. tueor
9. videor

LEVEL II

VERBS

Third Conjugation

1. accidit
2. adiungō
3. advertō *
4. afficiō
5. aggredior
6. animadvertō
7. attingō
8. aufugiō
9. cadō
10. caedō
11. cernō
12. claudō
13. cōnflīgō
14. coniungō
15. cōnsequor
16. cōnspiciō
17. corrumpō
18. currō
19. dēdō
20. dēficiō
21. dēserō
22. dēspiciō *
23. dīripiō
24. dispergō
25. dīvido
26. efficiō
27. effugiō
28. ēgredior
29. ēripiō
30. ērumpō
31. ēvertō
32. exclūdō *
33. faciō
34. frangō
35. fruor *
36. fugiō
37. incīdō
38. inclūdō
39. ingredior
40. intellegō
41. iungō
42. minuō
43. occīdō
44. occurrō
45. opprimō
46. persequor
47. perspiciō
48. proficīscor
49. queror
50. rapiō
51. revertor
52. rumpō *
53. sequor
54. solvō
55. spargō
56. subsequor
57. succurrō
58. tangō
59. tegō
60. tribuō
61. ūtor
62. vertō

Fourth Conjugation

1. adorior
2. comperiō
3. expediō
4. orior
5. reperiō *

Irregular

1. adeō
2. afferō *
3. coepī
4. cōnferō
5. cōnstat
6. dēferō
7. dēsum
8. eō
9. exeō
10. ferō
11. fīō
12. ineō
13. īnferō
14. īnsto
15. intereō
16. interest
17. intersum
18. mālō
19. nōlō
20. ōdī
21. oportet
22. redeō
23. stō
24. trānseō
25. volō

LEVEL II

PREPOSITIONS

1. adversus
2. circum
3. contrā
4. ob
5. prope
6. sub
7. suprā

ADVERBS

1. bis
2. eō
3. frūstrā
4. hīc
5. hinc
6. hūc
7. inde
8. magis
9. multum
10. noctū
11. parum *
12. paulātim
13. paulum
14. plērumque
15. plūrimum
16. plūs
17. postrīdiē
18. prīdiē
19. procul
20. repente
21. semel
22. sīc
23. simul
24. subitō
25. ter
26. ubīque *
27. undique

IDIOMS *

1. aciem instruere
2. ancoram tollere
3. bellum cōnficere
4. bellum īnferre *
5. certiōrem facere *
6. cōnsilium capere *
7. eōdem ferē tempore
8. fāma est
9. fās est
10. grātiās agere *
11. grātiam habēre *
12. in animō habēre
13. integrīs vīribus
14. locus aequus
15. magnō usuī esse
16. multa mīlia passuum *
17. multō diē *
18. nāvem dēdūcere
19. nāvem solvere *
20. necesse est
21. nefās est
22. novīs rēbus studēre
23. nudātus dēfēnsōribus
24. opus est *
25. paucīs ante annīs
26. post diem tertium
27. posterō diē
28. praeter opinionem
29. sē cōnferre *
30. sē referre *
31. signō datō
32. terrā marīque
33. turpe est
34. vulneribus cōnfectus

* Only starred idioms are essential. Teach others for enrichment.

LEVEL II

CONJUNCTIONS

1. an
2. antequam
3. at
4. cum prīmum
5. cum...tum
6. dōnec
7. etsī
8. namque
9. neque enim
10. nē...quidem
11. nēve or neu
12. nōn modo...sed etiam
13. nōn sōlum...sed etiam
14. posteāquam
15. postquam
16. priusquam
17. proptereā quod
18. quamquam
19. quasi
20. quia
21. quīn
22. quīn etiam
23. quō
24. quod sī
25. quō minus
26. quoad
27. sīve or seu
28. tam...etsī
29. tam...quam
30. ut - utī
31. ut - ita
32. utrum
33. vel
34. vel...vel

INTERJECTIONS

1. ēheu
2. heu
3. ō

ENCLITICS

1. -ne...-ne
2. -ve...-ve

BASIC VOCABULARY AND IDIOMS FOR LEVEL III

NOUNS

1. adulēscentia
2. aedēs
3. aetās
4. āmentia
5. āra
6. aspectus
7. atrocitas
8. auctōritās
9. audācia
10. auspicium
11. avāritia
12. beneficium
13. caelum
14. calamitās
15. carcer
16. comitium
17. cōnātus
18. coniūnx
19. coniūrātī
20. cōntiō
21. crīmen
22. culpa
23. cūra
24. cōnsulātus
25. cūria
26. cursus
27. custōs
28. dignitās
29. domicilium
30. exilium
31. exitus
32. fātum
33. fax
34. ferrum
35. flāgitium
36. flamma
37. frequentia
38. frūctus
39. fūrtum
40. glōria
41. grātia
42. incendium
43. interitus
44. invidia
45. īra
46. iūs
47. latrō
48. laus
49. lingua
50. lūx
51. metus
52. mūnus
53. odium
54. opera
55. ōrātiō
56. ōrdō
57. ōtium
58. pectus
59. pestis
60. querella
61. scelus
62. sīca
63. silentium
64. studium
65. tēctum
66. temeritās
67. triumphus
68. venēnum
69. venia
70. vinculum
71. virgō
72. vitium

ADJECTIVES

1. acerbus
2. aeger
3. aeternus
4. aliēnus
5. āmēns
6. antīquus
7. atrōx
8. audāx
9. benignus
10. cēteri
11. clēmēns
12. cotīdiānus
13. cruentus
14. dūrus
15. exiguus
16. frequēns
17. frētus
18. hesternus
19. illūstris
20. immānis
21. immortālis
22. improbus
23. inānis
24. indignus
25. ingēns
26. invītus
27. iūcundus
28. levis
29. nefārius
30. nimius
31. nocturnus
32. ōtiōsus
33. particeps
34. perditus
35. prīstinus
36. saevus
37. salvus
38. secundus
39. sevērus
40. studiōsus
41. supplex
42. tenuis
43. vīvus

LEVEL III

PRONOUNS

1. aliquot
2. iste
3. quīcumque
4. quisquam
5. ūnusquisque

VERBS

1. accidō
2. agitō
3. āmittō
4. aperiō
5. careō
6. cēnseō
7. commemorō
8. comprehendō
9. cōnsīderō
10. crēscō
11. cūrō
12. damnō
13. dēcernō
14. decet
15. dēmonstro
16. doceō
17. doleō
18. dormiō
19. exerceō
20. exigō
21. experior
22. expōnō
23. exstinquō
24. fallō
25. fateor
26. fīdō
27. flagrō
28. fingō
29. guadeō
30. haereō
31. indīcō
32. inquam
33. īnsidior
34. lateō
35. licet
36. mereor
37. molliō
38. monstrō
39. morior
40. multō
41. mūtō
42. nāscor
43. nesciō
44. negō
45. nōscō
46. notō
47. oportet
48. optō
49. ōrō
50. patefaciō
51. perdō
52. pereō
53. plācō
54. poscō
55. potior
56. praetereō
57. reddō
58. ruō
59. sānō
60. serviō
61. sinō
62. soleō
63. spoliō
64. statiō
65. subeō
66. sūmō
67. surgō
68. tollō
69. torqueō
70. tractō
71. ulcīscor
72. versor
73. vetō
74. vīvō
75. voveō

PREPOSITIONS

1. tenus

CONJUNCTIONS

1. antequam
2. ergō
3. et-enim
4. igitur
5. immō
6. nisi
7. priusquam
8. quamquam
9. quamvīs
10. quia
11. quoniam
12. sīve
13. tametsī
14. vērum

ADVERBS

1. adhūc
2. aliquandō
3. audācter
4. hodiē
5. libenter
6. nimis
7. nūper
8. palam
9. penitus
10. praesertim
11. praetereā
12. profectō
13. potissimum
14. potius
15. sōlum
16. sponte
17. vehementer

LEVEL III

IDIOMS *

1. addūcere in iudicium
2. dare poenas (supplicium)
3. frequēns senātus
4. hesternō diē
5. hodiernō diē
6. iam)
7. diū)
8. iūs iūrandum
9. memoriā teneō
10. multō magis
11. non sōlum (modo)
12. operae pretium est
13. post hominem
14. post urbem conditam
15. praemiīs eum affecit
16. pretio sollicitāre
17. punctum temporis
18. quā dē causā
19. quae cum ita sint
20. quaerere ab eō
21. quam ob rem
22. quem ad modum
23. sed etiam
24. sumere peonas (supplicium) dē
25. tenēre eōs captōs
26. videor mihi vidēre

INTERJECTIONS

1. ēn
2. hercule
3. mehercule
4. mehercle

ENCLITICS

1. -ā or āh
2. -ce or -c
3. -ne...an
4. -que...-que

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* Not all of the idioms listed occur in Using Latin - Book III. Teach only those needed.

PROSE AND POETRY

LEVELS II AND III

THE ORATION (Level III)

- Divisions
  - Deliberative
  - Demonstrative
  - Juridical
- Parts
  - Introduction
  - Statement of the Case
  - Division
  - Proof
  - Rebuttal
  - Peroration
- Qualities
  - Delivery
  - Disposition
  - Expression
  - Invention
  - Memory
- Styles
  - Asiatic
  - Rhodian
  - Attic

RHETORICAL DEVICES

LEVELS II AND III

Most of the terms given below should be presented in Level III. Starred items may be introduced in Level II.

*Alliteration

Analogy

*Anaphora

Anticlimax

*Antithesis

*Chiasmus

Climax

*Euphemism

*Hyperbaton

Hyperbole

Irony

*Litotes (understatement)

Metaphor

Metonomy

Onomatopeia

Oxymoron

Parallel structure

Paronomasia

Periodic structure

Personification

RHETORICAL DEVICES

LEVELS II AND III

- Praeteritio
- Rhetorical questions
- Simile

PROSODY - Level III

- Terms
  - Acatalectic
  - Arsis
  - Caesura
  - Catalectic
  - Dactyl
  - Diaeresis
  - Distich
  - Elision
  - Hexameter
  - Hiatus
  - Ictus
  - Mara
  - Pentameter
  - Spondee
  - Synapheia
  - Synizesis
  - Systole

PROSODY - Level III

- Thesis
- Trochee

VERSIFICATION

- Difference between English and Latin
- Meter and its variations
- Quantity of syllables
- Scansion

READINGS IN LATIN

See CULTURAL LEARNINGS for types of materials to be read at each level.

PART V

LATIN USED IN ENGLISH

Verbatim ac litteratim...

LATIN USED IN ENGLISH

This section presents three salient features of the role of Latin in modern English vocabulary. These features are Latin abbreviations; Latin words and phrases used in English; and the prefixes, suffixes and roots in English words derived from Latin.

Throughout the levels of instruction the teacher must bring constantly to the attention of students the three features mentioned above. Instruction in these areas must be regularly and objectively planned. Memorization of the common Latin abbreviations and expressions should be required. Famous Latin mottoes should be studied, as well as Latin-derived names of persons and places.

Understanding of the prefixes, suffixes and roots of English words derived from Latin must be a goal throughout all levels. The linguistic skills involved in analysis of Latin-based English words, as to form and nuances of meaning, should be carefully developed.

An awareness of historical factors which may have influenced meanings of particular words and expressions should also be fostered. Generalizations concerning the spelling of English derivatives, and for anglicizing Latin words should be presented.

The lists on the following pages are far from exhaustive; they are provided merely as a source of some of the more common abbreviations, expressions, prefixes, suffixes and roots to be taught in a three-year Latin course.

The Latin textbook is an acceptable source for class derivative work. In addition the following books are recommended:

(1) Burris and Cassan. Latin and Greek in Current Use. Prentice-Hall, second edition 1949.

(2) Jones, Powell. Practical Word Study. Oxford University Press, 1952.

(3) Lee, Lulu. The Latin Elements in English Words. Exposition Press, New York, 1959.

LATIN ABBREVIATIONS USED IN WRITING AND PRINTING

ABBREVIATION	LATIN	ENGLISH DEFINITION
A.B.	Artium Baccalaureus	Bachelor of Arts
A.D.	Anno Domini	in the year of our Lord
ad inf.	ad infinitum	to infinity
ad int.	ad interim	in the meantime
ad lib.	ad libitum	as desired
a.m.	ante meridiem	before noon
A.R.	Anno regni	in the year of the reign
A.U.C.	Ab urbe condita	from the founding of the city
d.	denarius	penny
D.D.	Divinitatis Doctor	Doctor of Divinity
D.F.	Defensor Fidei	Defender of the Faith
D.G.	Deo gratias	Thanks to God
D.V.	Deo volente	God willing
e.g.	exempli gratia	for example
et al.	et alii	and others
etc.	et cetera	and so forth
et seq.	et sequens	and the following
ibid.	ibidem	in the same place
id.	idem	the same
i.e.	id est	that is
in trans.	in transitu	on the way

ABBREVIATION	LATIN	ENGLISH DEFINITION
J.C.D.	Juris Civilis Doctor	Doctor of Civil Law
L.	liber	book
lb.	Libra or Librae	pound or pounds
l.c.	loco citato	in the place cited
Lit. D. or Litt. D.	Lit(t)erarum Doctor	Doctor of Letters
LL. B.	Legum Baccalaureus	Bachelor of Laws
LL. D.	Legum Doctor	Doctor of Laws
M.	meridiem	noon
M.A.	Magister Artium	Master of Arts
M.D.	Medicinae Doctor	Doctor of Medicine
MUS. B.	Musicae Baccalaureus	Bachelor of Music
Mus. D.	Musicae Doctor	Doctor of Music
N.B.	nota bene	note well
n.	natus	born
No. or no.	numero	number
nol. pros.	nolle prosequi	to be unwilling to prosecute
non seq.	non sequitur	it does not follow
op. cit.	opere citato	in the work cited
per an.	per annum	by the year
Ph. B.	Philosophiae Baccalaureus	Bachelor of Philosophy
Ph. D.	Philosophiae Doctor	Doctor of Philosophy
P.M. or p.m.	post meridiem	afternoon

ABBREVIATION	LATIN	ENGLISH DEFINITION
pro tem.	pro tempore	temporarily
prox.	proximo	next
P.S.	postscriptum	postscript
Q.E.D.	quod erat demonstrandum	which was to be demonstrated
Reg.	Regina	queen
R.I.P.	requiescat in pace	may he rest in peace
scil.	scilicet	namely
S.P.Q.R.	senatus populusque Roman	the Senate and the Roman people
sq.	sequens	the following
S.T.D.	Sacrae Theologiae Doctor	Doctor of Sacred Theology
sup.	supra	above
s.v.	sub voce or sub verbo	under the title
v.	vide	see
viz.	videlicet	namely
V.M.D.	Veterinariae Medicine Doctor	Doctor of Veterinary Medicine
v.s.	vide supra	see above
v. or vs.	versus	against

(Teacher should add others)

LATIN EXPRESSIONS USED IN ENGLISH

(Those listed under ABBREVIATIONS have not been repeated here.)

LATIN	ENGLISH DEFINITION
ab initio	from the beginning
ab origine	from the origin
addenda	things to be added; list of additions
ad finem	to the end
ad hoc	said of a body elected or appointed for a definite work
ad nauseam	to the point of disgust
ad rem	to the purpose; to the point
ad valorem	according to the value
Agnus Dei	Lamb of God
alter ego	another self
a posteriori	from effect to cause
a priori	from cause to effect
ars longa, vita brevis	art is long, life is short
bona fide	in good faith
carpe diem	seize the opportunity
casus belli	that which causes or justifies war
caveat emptor	let the purchaser beware
cave canem	beware of the dog
circa	about, approximately
cogito, ergo sum	I think, therefore I exist

LATIN	ENGLISH DEFINITION
corpus delicti	the body of evidence of the crime
corrigenda	things to be corrected; a list of errors
cui bono?	for whose advantage?
cum grano salis	with a grain of salt
cum laude	with honor
de facto	in point of fact
de gustibus non disputandum	there is no disputing about tastes
de jure	from the law; by right
de novo	anew
Deo gratias	thanks to God
de profundis	out of the depths
Dominus vobiscum	the Lord be with you
dramatis personae	characters of the drama or play
dulce et decorum est pro patria mori	it is sweet and glorious to die for one's country
dum spiro, spero	while I breathe, I hope
dum vivimus, vivamus	while we live, let us live
ecce homo	behold the man
editio princeps	the first edition (printed) of a book
emeritus	retired after long service
e pluribus unum	one composed of many
errata	errors; list of errors

LATIN	ENGLISH DEFINITION
excelsior	higher
exeunt omnes	all go out
exit	he (she) goes out
ex libris	from the books (of)
ex officio	by virtue of (his) office
ex post facto	after the deed is done; retroactive
extra muros	beyond the walls
festina lente	hasten slowly
fiat lux	let there be light
finis coronat opus	the end crowns the work
flagrante delicto	in the commission of the crime; redhanded
fortes fortuna juvat	fortune favors the brave
habeas corpus	writ inquiring into imprisonment
hic jacet	here lies
Homo Sapiens	man
humanum est errare	to err is human
in aeternum	forever
in extremis	at the point of death
in loco	in proper place
in loco parentis	in the place of a parent
in medias res	into the midst of things
in memoriam	in memory
in nomine	in the name of

LATIN	ENGLISH DEFINITION
in perpetuum	forever
in re	in the matter of
in rerum natura	in the nature of things
in situ	in its original position
inter alia	among other things
inter nos	among ourselves
in toto	in the whole; entirely
in vino veritas	truth is told under the influence of liquor
ipso facto	by the very fact
laborare est orare	to labor is to pray
labor omnia vincit	labor conquers everything
lapsus calami	a slip of the pen
lapsus linguae	a slip of the tongue
lapsus memoriae	a slip of the memory
magna cum laude	with high honor
magnum opus	a great work
mala fide	with bad faith; treacherously
materfamilias	mother of a family
mea culpa	my fault; by my fault
me judice	in my opinion
memento mori	remember that you must die
mens sana in corpore sano	a sound mind in a sound body

LATIN	ENGLISH DEFINITION
mirabile dictu	wonderful to relate
mirabile visu	wonderful to see
modus operandi	manner of working
modus vivendi	manner of living
multum in parvo	much in little
ne plus ultra	nothing further; perfection
nolens volens	unwilling or willing
non compos mentis	not of sound mind
non sequitur	it does not follow
nota bene	note well
nunc aut numquam	now or never
obiter dictum	a thing said by the way
omnia vincit amor	love conquers all things
ora et labora	pray and work
pari passu	side by side
passim	everywhere; throughout
paterfamilias	father of a family
pax vobiscum	peace be with you
per capita	by the head
per diem	by the day
per	for, through, by
per se	of itself

LATIN	ENGLISH DEFINITION
persona non grata	an unacceptable person
plebs	the common people
prima facie	at first view or consideration
primo	in the first place
pro bono publico	for the good of the public
pro et con (tra)	for and against
pro patria	for our country
pro rata	according to rate
quid pro quo	something in return
semper fidelis	always faithful
semper idem	always the same
sic passim	so everywhere
sic transit gloria mundi	thus passes away the glory of this world
sicut ante	as before
sine cura	without charge or care
sine qua non	something indispensable
status quo	the existing condition
stet	let it stand; do not delete
sub rosa	confidentially
summa cum laude	with highest honor
summum bonum	the supreme good
tempus fugit	time flies

LATIN	ENGLISH DEFINITION
terra firma	solid earth; a firm foothold
ubi supra	where above mentioned
ultimatum	the last (order)
una voce	with one voice; unanimously
urbi et orbi	to the city and to the world
ut infra	as below
ut supra	as above
vale	farewell
veni, vidi, vici	I came, I saw, I conquered
verbatim et literatim	word for word and letter for letter
vice versa	the terms of the case being reversed or interchanged
vide ut supra	see what is stated above
viva voce	orally
vox populi, vox Dei	the voice of the people is the voice of God

LATIN PREFIXES AND SUFFIXES IN ENGLISH WORDS

ab-, abs-, ā- (abhor, abstain, avocation)

ad- (admit)

may occur as a- (ascribe); ac- (access);

af- (affix); ag- (aggressive); al- (allude);

an- (announce); ap- (append); ar- (arrange);

as- (assume); at- (attract)

ante- (antecedent)

may occur as anti (anticipate);

an- (ancestor)

bene- (benefactor)

bi-, bis- (bifocal, biscuit)

circum- (circumnavigate)

con- (concur)

may occur as co- (cooperate); col- (collect); com- (commotion); cor- (correct)

contrā- (contradict)

may occur as counter- (counteract)

dē- (deter)

dis- (dissimilar)

may occur as di- (division); dif- (differ)

duo-, du (duo-, dual)

ex (ē) (export, edit)

may occur as ef- (efface)

extrā- (extraordinary)

in- (incur)

may occur as im- (import); ir- (irradiate); il- (illusion), etc.

in- (injustice)

may occur as im- (immoral); ir- (irregular); il- (illegal), etc.

inter- (intercede)

intrā- (intramural)

intrō- (introduce)

male- (malevolent)

multi- (multicolored)

non- (nonexistent)

ob- (obstruct)

may occur as oc- (occur); of- (offer); op- (oppose); o- (omit)

pen- (peninsula)
(paene)

per- (perceive)

post- (postpone)

prae- (pre-) precede

prō- (produce)

re- (revoke)

may occur as red- (redemption)

sē- (separate)

may occur as sed- (sedition)

sēmi- (semiannual)

sine- (sinecure)

sub- (subterranean)

may occur as suc- (succeed); suf- (suffer); sup- (suppose) sug- (suggest); sus- (sustain)

super- (superfluous)

may occur as sur- (surmount)

trans- (transport)

may occur as tra- (tradition)

ultrā- (ultra-violet)

ūn-, ūni- (unite, uniform)

SUFFIXES

-alis (-al: floral)

-ānus (-an, -ane, ain: Roman, humane, captain)

-āris (-ar: singular)

-arium (-arium, ary: sanitarium, granary)

-ārius (-ary: pulmonary)

-āx (-ac, ious: efficacious)

-faciō, -ficō (-fy: magnify)

-ia (-y: amity)

-cia (-ce: grace)

-tia (-ce: sentence) -antia (-ance, -ancy: ignorance, infancy); -entia (-ence, ency: eloquence, clemency)

-icus (-ic: civic)

-idus (-id: vivid)

SUFFIXES

-ilis (-ile, il: facile) - bilis (-ble, able, ible: soluble, curable, visible)

-īlis (-ile, il: servile)

-īnus (-ine: marine)

-iō (-ion: expulsion) -siō (-sion: tension) -tiō (-tion: nation)

-ium (y - study) -cium (-ce: artifice)

-tium (-ce: price)

-īvus (-ive) furtive

-lus (lus, le: gladiolus) -ellus or -ellum or -ella (-le: castle) -ulus or -ulum or -ula (le: buckle)

-mentum (-ment: excitement)

-or (-or: horror)

-or (-or: donor) -sor (-sor: precursor) -tor (tor: inventor)

-orium (-orium, -ory, -or: sanitorium, laboratory, mirror)

-ōsus (-ous, -ose: copious, verbose)

-tās (-ty: liberty)

-tūdō (-tude: pulchritude)

-tūs (-tue: virtue)

-ūra (-ure: enclosure) -sūra (-sure: censure) -tūra (-ture: nature)

LATIN ROOTS IN ENGLISH

EXAMPLES OF ADJECTIVE ROOTS

brev-

equ-

clar-

commun-

firm-

fort-

grat-

magn-

plan-

plen-

prob-

propr-

salv-

sen-

sol-

solid-

EXAMPLES OF NOUN ROOTS

arm-

art-

capit-

civ-

cord-

EXAMPLES OF NOUN ROOTS

corp-

cur-

domin-

fid-

fin-

flor-

gen-

grad-

leg-

liter-

loc-

man-

memor-

natur-

ord-

pac-

part-

EXAMPLES OF VERB ROOTS

agere, actus

capere, captus
-cip, -cept

cēdere, cessus

clāmāre, clāmātus

EXAMPLES OF VERB ROOTS

claudere, clausus
-clud, -clus

clīnāre, clinātus

crescere, cretus

currere, cursus, cour- cur-

dīcere, dictus

dūcere, ductus

facere, factus
-fic, -fect

ferre, lātus

formāre, formātus

fundere, fūsus

gerere, gestus

gradi, gressus

jungere, junctus

legere, lectus

mittere, missus

movēre, mōtus

parāre, parātus

pellere, pulsus

pendere, pensus

petere, petītus

plicāre, plicātus
-plex

pōnere, positus

EXAMPLES OF VERB ROOTS

portāre, portātus

premere, pressus

scrībere, scrīptus

sedēre, sessus, -sid

sentīre, sensus

sequī, secūtus

servāre, servātus

solvere, solūtus

spicere, -spectus -spic

spīrāre, spīrātus

stāre, status, stan- -sist, -stitut

stringere, strictus

struere, structus

tenēre, tentus

trahere, tractus

venīre, ventus

vertere, versus

vidēre, vīsus

vincere, victus

vocāre, vocātus

volvere, volūtus

CONTRIBUTIONS OF LATIN TO THE ENGLISH LANGUAGE

The following passage is taken from the booklet, Word Ancestry, published by the American Classical League, Miami University, Oxford, Ohio.

English is not the early language of England, or Britain, but is a Germanic language that was carried to the island about the middle of the fifth century, and not long after the withdrawal of the Romans, by the Saxons and Angles-German tribes who conquered the inhabitants and took possession of all of Britain except Wales, Scotland and a part of Cornwall. In the eleventh century William the Conqueror brought over the Norman French.

The history of the language is usually divided into three periods: Old English, from 450 to 1100; middle English, 1100 to 1500, and modern English, from 1500 to the present time. Few Latin words survived the Roman occupation and not many were acquired during the old English period. In the middle English period many words were borrowed from the French and thus indirectly from the Latin. Not many words had yet been taken directly from the Latin.

By the year 1500, the beginning of the modern English period, something had happened that greatly affected the history of the language. Throughout most of the countries of Europe had swept what is known as the "revival of learning," and scholars had taken up with great enthusiasm the study of the ancient languages, especially Latin. Printing, invented fifty years before, was coming more and more into use and the production of books greatly helped the movement to restore the old learning.

England shared in the revival, and great activity in writing began. The writers soon found the resources of English too meager for their needs, and with the rich mine of Latin so conveniently at hand they began to borrow words to help out. Writers of English have been borrowing from the Latin ever since. The result is that our language today is more Latin than Anglo-Saxon.

A knowledge of Latin not only helps one to learn and remember the meanings of a very large number of English words but enables one to discover shades of meaning that must always remain hidden from anyone who is ignorant of Latin.

The Anglo-Saxon words remaining are for the greater part the simple and familiar words of everyday use. Those of Latin origin are more likely to be the unfamiliar ones. Hence the value of a knowledge of Latin for getting at their meaning. The usual method of determining the proportion of words from various sources is to count only once each word in the passage under study, regardless of the number of times such a word may occur. A number of such studies have been made, and they show that the proportion of Latin derivatives is approximately 50 per cent and that of Greek derivatives 10 per cent.

Our Latin derivatives are much closer to the original forms than are the corresponding words in French, Italian and Spanish. In these languages forms and spelling of words have been twisted by centuries of spoken usage, while most of ours have been lifted with little change directly from the Latin.

We sometimes call Latin a dead language. It is not true. The Latin language and literature are living roots out of which our own language and literature grow. The old and the new are inseparable; each is a part of the other.

PART VI

CULTURAL LEARNINGS

Litterae hūmāniōrēs...

Litterae hūmāniōrēs

CULTURAL LEARNINGS

Learning the culture of the ancient Romans should be an integral part of the pupil's study of Latin. Roman culture and civilization are as much a part of our heritage as the Latin language itself. Therefore, both the cultural and linguistic learnings must be achieved by the student. In order to accomplish these ends in the time allotted, as much of the cultural material as possible should be read in Latin.

Finally, individual Latin teachers should not hesitate to add to the items in the following section of the course guide in order to accommodate the needs, abilities, and interests of particular students and classes. The items listed herein represent the required minimum with regard to cultural material.

Although content leading to cultural objectives should never be a separate body of material but an integral part of the Latin readings, and of collateral reading in English, we have listed them separately merely for ease in identifying them.

In this course of study the term "cultural learnings" encompasses both Greek and Roman material.

LEVEL I

I. ROMAN DAILY LIFE AND TRADITIONS
  A. Early rising
  B. Time spent in business
  C. Meals, leisure, banquets
  D. Exercising at the gymnasium
  E. Banquets and entertainments
  F. Custom of adoption
  G. Marriage customs
  H. Coming-of-age ceremonies
    1. Receiving of Toga Virilis
  I. Importance of family as unit of society
  J. Triple names
  K. Place of children in Roman society
  L. Clothing
    1. men and boys
    2. women and girls
    3. foreigners
    4. slaves

II. LEGENDS AND MYTHS
  A. Stories from the Aeneid
  B. Stories from the Iliad
  C. Stories from the Odyssey
  D. Students should know the stories of these mythological characters:
    1. Hercules
    2. Midas
    3. Apollo and Daphne
    4. Deucalion and Pyrrha
    5. Perseus and Medusa
    6. Arachne and Minerva
    7. Theseus and Minotaurus
    8. Daedalus and Icarus
    9. Jason
    10. Prosperpina
    11. Orpheus
    12. Pandora
    13. Romulus and Remus

N.B. Topics may be added to these lists according to the time available and the interests of particular classes.

LEVEL I

III. HEROES IN ROMAN HISTORY
   A. Caesar
   B. Q. Fabius Maximus
   C. Horatius
   D. Cincinnatus
   E. The Gracchi
   F. Scipio
   G. Regulus
   H. Fabricius
   I. Marius
   J. Cato
   K. Cicero

IV. GEOGRAPHY
   A. Extent of the Roman Empire in Europe
      1. Italy
      2. Sicily
      3. Gaul
      4. Britain
      5. Spain
   B. Africa - Egypt
   C. Possessions in Asia and Asia Minor

N.B. Pupils should be engaged in map study, in order that they might use maps of the classical world intelligently. See map section of _Audio-Visual Materials_.

V. ARCHITECTURE
   A. Imitation of Greeks
   B. Invention of cement
   C. Invention of rounded arch
   D. Basilicas
   E. Triumphal arches
   F. Temples
   G. Amphitheaters
   H. Circuses
   I. Homes
      1. _atrium_
      2. peristyle
   J. Forum
   K. Vitruvius - _On Architecture_

LEVEL I

VI. AMUSEMENTS
  A. Theater
  B. Racing
  C. Triumphs
  D. Public baths
  E. Ball games
  F. Games of chance
  G. Knucklebones
  H. Dice
  I. Gladiatorial contests

VII. RELIGION
  A. Early religion - animistic
  B. Incorporation of foreign gods
  C. Religion of Numa
  D. Priestly Colleges
  E. Religion and the family
  F. Religion and the state
  G. Religious revival during reign of Augustus
  H. Religion in the imerial age
  I. Sibylline Books
  J. Gods
    1. Jupiter
    2. Juno
    3. Venus
    4. Mars
    5. Mercury
    6. Minerva
    7. Neptune
    8. Ceres
    9. Vulcan
    10. Apollo
    11. Bacchus
    12. Lares
    13. Penates

N.B. Students should be familiar with the gods listed.

VIII. FAMOUS STORIES OF ROMAN HISTORY
  A. Caesar and the Gallic Wars
  B. Caesar in Britain
  C. Condition of the coloni
  D. Condition of Roman slaves
  E. Spartacus

VIII. FAMOUS STORIES OF ROMAN HISTORY (continued)
- F. Q. Fabius Maximus and Hannibal
- G. Pliny and the founding of a school at Como
- H. Caedicius
- I. Horatius at the Bridge
- J. Story of Cincinnatus
- K. Coriolanus
- L. Fabricius, a Roman general
- M. Regulus
- N. Marius
- O. The Gracchi
- P. Scipio
- Q. Cato

IX. LATIN SONGS
- A. Christmas carols
- B. Integer Vitae
- C. Gaudeamus Igitur
- D. God Bless America
- E. Mica, Mica, Stella Parva
- F. America
- G. Any appropriate Latin song or translation
- H. Appreciation of music with classical themes

N.B. The selections mentioned above are from, Latin for Americans, I. Songs from other texts may be added or substituted.

See section on Clubs and Other Activities.

X. LATIN IN EVERYDAY LIFE
- A. Names of places
- B. Personal names
- C. The months of the year
- D. Roman numerals
- E. The constellations and other astronomical terms
- F. The chemical elements
- G. Geographical terms
- H. Geometrical terms
- I. Medical terms
- J. Architecture and sculpture
- K. Use of Latin in religion
- L. Business terminology

LEVEL II

I. HISTORY
   A. Early Rome
   B. Roman Republic - Caesar's Influence
   C. Roman Empire under the Principate
   D. Fall of Rome

II. GEOGRAPHY
   A. Mediterranean area

N.B. Review of geography of this area should be learned in Level I. Special emphasis should be placed on Caesar's travels in this area.

   B. Gaul

N.B. Students should learn the location of Gaul in relation to the rest of the Roman Empire. Students should learn the names of important towns, mountains, rivers, and other bodies of water mentioned in the selections they read from The Commentaries on the Gallic Wars. Students should be able to indicate the equivalent place names on a modern map.

III. HEROES
   A. Mythological Heroes
      1. Jason
      2. Perseus and Atlas
      3. Orpheus and Eurydice
      4. Androclus
      5. Hercules
      6. Ulysses
      7. Aeneas
   B. Historical Heroes
      1. Caesar
      2. Scipio
      3. Pompey
      4. Marius
      5. Decius Mus
      6. Heroes mentioned by Caesar in his Commentaries.
      7. Themistocles

IV. CITY OF ROME
   A. Geography
   B. Plan of the city

LEVEL II

IV. CITY OF ROME (continued)
  C. Important structures in existence, especially in Caesar's time
  D. Structures extant in Rome
  E. Designation of Rome as "The Eternal City"

V. ROMAN LAW AND GOVERNMENT
  A. Roman Law
    1. Contributions of the Romans to this field
    2. The Twelve Tables
    3. Patria Potestas
    4. Mos maiorum
    5. Praetors
  B. Roman Government and Politics
    1. The development of the Roman constitution
    2. The various assemblies
    3. The function of:
      (a) quaestors
      (b) aediles
      (c) praetors
      (d) consuls
      (e) censors
    4. The characteristics of the Roman government during the Republic
    5. The effect of influential persons and groups upon government

VI. MILITARY AFFAIRS
  A. Divisions of the Roman army
  B. Dress of Roman officers and soldiers
  C. Arms and armor of the Romans
  D. Engines of war
  E. Students should become familiar with Rome's military affairs during Caesar's time and, especially, Caesar's part in them.

VII. RELIGION
  A. Religion of the imperial age
  B. Cult of Magna Mater
  C. Cult of Isis
  D. Mithraism
  E. Emperor worship
  F. Judaism in Rome
  G. First appearance and gradual progress of Christianity

LEVEL II

VIII. SOCIAL CLASSES AND INSTITUTIONS
- A. Patricians
- B. Equestrians
- C. Plebeians
- D. Clients
- E. Freedmen
- F. Slaves
- G. Foreigners - *Hospites*
- H. Caesar - in relation to social classes and creation of new members of aristocracy
- I. Manumission
- J. *Pietas*

IX. LITERATURE
- A. Pliny and Livy
- B. Life and Works of Julius Caesar
    - 1. Environment and training
    - 2. Marriage and early career
    - 3. Early political career
    - 4. Gallic Wars
    - 5. Civil War
    - 6. Dircumstances surrounding his death
    - 7. *The Commentaries on the Gallic Wars*, and *The Commentaries on the Civil War*

N.B. Brief introduction of students to their writings.

X. GALLIC WARS
- A. *Caesar's securing of the proconsulship of Cisalpine Gaul, Transalpine Gaul, and Illyricum*
- B. In 58 B.C.
    - 1. Stopping of the migration of the Helvetians
    - 2. Defeat of Ariovistus
- C. In 57 B.C.
    - 1. Disintegration of Belgian Confederacy
    - 2. Defeat of Nervii and Aduatuci
- D. In 56 B.C.
    - 1. Successful naval campaign against Veneti and other coastal tribes
    - 2. Extension of power for five years by the Triumvirs, meeting in Luca
- E. In 55 B.C.
    - 1. Invasion of Germany
    - 2. Invasion of Britain

LEVEL II

X. GALLIC WARS (continued)
  F. In 54 B.C.
    1. Second invasion of Britain
    2. Return to his province
    3. Revolt in northern Gaul quelled
    4. Rebellion of the Nervii suppressed
  G. In 53 B.C.
    1. Second invasion of Germany
    2. Revolt of several Gallic tribes crushed
  H. In 52 B.C.
    1. Suppression, at Alesia, of the Gallic revolt led by Vercingetorix
    2. Subjugation of lesser tribes in Gaul
  I. By 50 B.C. - conquest of Gaul completed
  J. Gaul becomes Roman Province
  K. Results of Gallic Wars

XI. CIVIL WAR IN ROME
  A. In 49 B.C.
    1. Defying of Senate's command to disband his legions
    2. Crossed the Rubicon - declaration of war upon the Republic under Pompey; ("Alea jacta est.")
    3. Caesar victorius in ensuing struggle
    4. Pompey forced to flee to Macedonia
    5. Caesar proclaimed dictator
  B. In 48 B.C.
    1. Caesar defeated Pompey at Pharsalus
    2. Pompey's flight to Egypt and murder
    3. Caesar's pursuit of Pompey
    4. Caesar involved in Alexandrian War
  C. In 47 B.C. - defeat of Pharnaces in Pontus ("Veni, vidi, vici")
  D. In 46 B.C.
    1. Going to Africa and the defeat of the adherents of Pompey in the Battle of Thapsus
    2. Return to Rome and celebration of his triumphs over Gaul, Egypt, Africa, Pontus
    3. Made dictator for ten years
  E. In 45 B.C.
    1. Defeat of Pompey's sons and followers in Spain
    2. Made Imperator for life and called Pater Patriae

XII. ROMAN ENGINEERING FEATS
  A. Roads
  B. Aqueducts
  C. Drains and sewers

XII. ROMAN ENGINEERING FEATS (continued)

D. Walls

N.B. Students should know the names of important roads.

XIII. SOCIO - ECONOMIC PROBLEMS

A. The Gracchi
B. Need for agrarian reform
C. Need for the extension of the franchise
D. Social War
E. Caesar's creation of new members of the aristocracy
F. Caesar's extension of citizenship
G. Caesar's economic reforms
    1. Responsibility of provincial governors
    2. Stabilization of salaries
    3. Supervision of governors
    4. Reclamation of public land
    5. Laws of agrarian reform
    6. Aid for insolvent debtors
    7. Reform of monetary system

XIV. RELATIONSHIP TO OTHER CURRICULUM AREAS

A. Latin and the English language and literature
B. Latin and scientific, technical, legal and commercial terminology
C. Ancient Rome and world history
D. Latin and the Romance Languages
E. Latin and the Fine Arts, including sculpture and architecture
F. Latin and the study of modern governments
G. Latin in geometrical terms
H. The Graeco-Roman heritage in our society

LEVEL III

I. HISTORY
   A. Rome at the time of Cicero
   B. The Catilinarian conspiracy
   C. Colonial administration
   D. Rome and the East

II. MYTHOLOGY
   A. Daedalus
   B. Midas
   C. Pyramus and Thisbe
   D. Deucalion and Pyrrha
   E. Daphne
   F. Arachne
   G. Niobe
   H. Philemon and Baucis
   I. Phaethon
   J. Proserpina
   K. Orpheus and Eurydice
   L. Atlalanta

N.B. These myths should be reviewed by class.

III. GREEK INFLUENCE
   A. In literature
   B. In philosophy
   C. In science
   D. In architecture
   E. Effects of Greek culture on western civilization

IV. PROBLEMS OF EMPIRE
   A. Prevalence of slavery
   B. Loss of fertility of land
   C. Deterioration of the army
   D. Economic decline
   E. Moral disintegration
   F. Social problems

V. LITERATURE
   A. Early Period (to circa 80 B.C.)
   B. Golden Age (80 B.C. - A.D. 14)
      1. Ciceronian Period (80 B.C. - 43 B.C.)
      2. Augustan Period (43 B.C. - A.D. 14)

LEVEL III

V. LITERATURE (continued)
   - C. Silver Age (A.D. 14 - circa 138 A.D.)
   - D. Patristic Period (late 2nd century - 5th century A.D.)
   - E. Medieval Period (6th - 14th centuries A.D.)
   - F. Period from Renaissance (circa 15th century) to the present
   - G. Latin allusions in English literary works

N.B. Students should be exposed to a brief survey of Latin literature. They should be able to distinguish the periods according to century and be familiar with the more important authors and works. The emphasis should be on the Golden Age.

VI. GEOGRAPHY
   - A. Geography of Roman empire during time of Cicero and Ovid
   - B. Extent of the empire
     - 1. In relation to the ancient world
     - 2. In relation to the modern world

VII. ROMAN LAW, GOVERNMENT, AND POLITICS
   - A. Decrees of the emperors
   - B. Law during period of empire
   - C. Power of the emperors
   - D. Characteristics of Roman imperial government
   - E. Effects of pressure groups

VIII. RELIGION AND PHILOSOPHY
   - A. Religion
     - 1. Deeper understanding of material learned in Levels I and II
     - 2. Rise of Christianity
   - B. Philosophy
     - 1. Of Greek origin
       - (a) Stoicism
       - (b) Epicireanism
         - (1) Influence on the poet Lucretius in its idealistic aspects
         - (2) Degeneration into pursuit of pleasure

IX. MILITARY AFFAIRS
   - A. Military problems of the empire
   - B. Effect on authors of the period

LEVEL III

X. SOCIAL INSTITUTIONS AND PROBLEMS

- A. Before the Principate
    - 1. Decline in birth rate
    - 2. Decline in farm productivity
    - 3. Industrial decline
    - 4. Commercial stagnation
    - 5. Increased unemployment
- B. During the Principate
    - 1. The *coloni*
    - 2. Expansion of trade
    - 3. Increase in commerce and industry
    - 4. Unsuccessful attempts to restore old Roman life

N.B. The social problems, of course, were closely related to economic factors.

XI. RELATIONSHIP TO OTHER CURRICULUM AREAS

N.B. See Level I, item X and Level II, item XIV.

XII. LIFE AND WORKS OF CICERO

- A. Early life and education
- B. Early success as lawyer and orator
- C. Political career
    - 1. His part in the suppression of the Catilinarian conspiracy
    - 2. His exile
- D. His later life, and death
- E. His works:
    - 1. *Disputations against Catiline*
    - 2. *Philippics*
    - 3. *Tusculan Disputations*
    - 4. *Republic*
    - 5. *Nature of the Gods*
    - 6. *Moral Duties*
    - 7. *On Old Age*
    - 8. *On Friendship*
    - 9. *On the Orator*
    - 10. *Brutus*
    - 11. *Letters*

LEVEL III

XIII. OVID

A. Early life and training
B. Early public life
C. Retirement in favor of poetry and pleasure
D. Friendship with Horace, Propertius, Augustus
E. Exile and death
F. His writings:
    1. The Fasti
    2. Tristia
    3. Metamorphoses

SUMMARY OF LINGUISTIC AND CULTURAL LEARNINGS
(Major Emphases)

LEVEL I

Chief Aim: Mastery of basic Latin syntax and forms for reading comprehension and translation

I. ORIENTATION OF STUDENTS
  A. Nature of the Latin language
  B. How to study Latin
    1. Importance of daily preparation
    2. Importance of memorization

II. PRONUNCIATION
  A. Consonants
  B. Vowels
  C. Diphthongs
  D. Syllabication
  E. Stress
  F. Listening

III. STRUCTURES AND FORMS
  A. Syntax - grammatical relationships in the Latin sentence
  B. Major inflections
  C. Grammatical terminology

IV. READING
  A. For comprehension - stories on mythology, fables, heroes, history
  B. Development of skill in translation from Latin to English
  C. Oral reading
  D. Supplementary reading in English on cultural materials listed in VIII below

V. WRITING
  A. English to Latin
  B. Latin to English
  C. Dictation
  D. Rules for anglicizing Latin words

VI. VOCABULARY AND IDIOMS
  A. Mastery of basic vocabulary of approximately 500-1000 words and idioms
  B. Recognition vocabulary

LEVEL I

VII. DERIVATIVES
  A. Latin prefixes in English
  B. Latin suffixes in English
  C. Latin stems and roots in English
  D. Rules for spelling English derivatives
  E. Latin phrases and abbreviations used in English
  F. Latin words used in English

VIII. CULTURAL LEARNINGS* - Introduction to our Graeco-Roman heritage
  A. Roman daily life and traditions
  B. Legends and myths
  C. Heroes in Roman history
  D. Geography
  E. Architecture
  F. Social customs and dress
  G. Amusements
  H. Religion
  I. Stories of Roman history
  J. Latin songs, etc.

IX. MEASUREMENTS OF ACHIEVEMENT
  A. Regular formal and informal testing for:
    1. Reading comprehension
    2. Translation, English to Latin, Latin to English
    3. Grammatical concepts and forms
    4. Oral reading
    5. Vocabulary retention
    6. Derivation
    7. Cultural subject matter
  B. Standardized tests

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* A large amount of above material to be read in Latin, supplemented by English readings

SUMMARY OF LINGUISTIC AND CULTURAL LEARNINGS
(Major Emphases)

LEVEL II

Chief Aim: Mastery of most Latin constructions for reading and translation in an expanded reading program; further insight into Rome's contribution to our civilization and language

I. PRONUNCIATION

N.B. Continued emphasis should be placed on points noted in Level I, Item I.

II. STRUCTURES AND FORMS
- A. Review of first-year grammar topics
- B. All major inflections not covered in Level I
- C. Refinement of syntactical understanding
  - 1. Grammatical analysis
  - 2. Comparison of English and Latin structures
  - 3. Knowledge of grammatical terminology

III. READING
- A. For comprehension
  - 1. Stories from mythology, history, government, etc. See No. VII below
  - 2. Caesar's Gallic War
- B. Translation from Latin to English
  - 1. Prepared translations
  - 2. Sight translations
- C. Oral reading stressing thought units
- D. Collateral readings in English on topics listed under VII below

IV. WRITING
- A. English to Latin
  - 1. Sentences illustrating points of structure and syntax
  - 2. Completion exercises, etc.
  - 3. Some connected writing based on text (for very able students)
- B. Latin to English
- C. Dictation

V. VOCABULARY AND IDIOMS
- A. Increased command of vocabulary of approximately 1000-1500 words
- B. Recognition of large number of words and idioms in reading context
- C. Practice in inferring meaning from context

VI. DERIVATIVES
- A. Continuation of No. VII, Level I, intensified and expanded
- B. Recognizing component parts of English words formed with Latin prefixes, suffixes, and roots
- C. Use of Latin for the coinage of new terms in various fields of endeavor

LEVEL II

VII. CULTURAL LEARNINGS*
  A. Life and works of Julius Caesar
  B. Other aspects of the Roman scene
    1. History
    2. Geography of:
      a. Mediterranean area
      b. Gaul
    3. Mythological and historical heroes
    4. The City of Rome
    5. Roman law, government, and politics
    6. Military affairs
    7. Religion
    8. Social classes and institutions
    9. Gallic Wars
    10. Civil War
    11. Roman engineering feats
    12. Socio-economic problems
    13. Relationship to other curriculum areas

VIII. MEASUREMENT OF ACHIEVEMENT

N.B. See Item IX, Level I, use of sight translation tests.

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* A large amount of above material to be read in Latin, supplemented by English readings.

SUMMARY OF LINGUISTIC AND CULTURAL LEARNINGS
(Major Emphases)

LEVEL III

Chief Aim: Greater refinement of linguistic skills; appreciation of Latin literary works; more mature understanding of the contributions of the Graeco-Roman civilization

I. PRONUNCIATION
  A. Continued emphasis on accurate Latin pronunciation - See Item I, Levels I and II

II. STRUCTURES AND FORMS
  A. Review of all previous material
  B. More complex constructions as required by the reading material
  C. Continued comparison with English structures and syntax
  D. Forms of rhetoric
  E. Latin prosody

III. READING
  A. For comprehension
    1. Orations of Cicero
    2. Ovid, et al.
    3. Readings on Roman Life - See No. VII below
    4. Introduction to Latin poetry
  B. Translation from Latin to English
    1. Emphasis on quality of translation
    2. Sight translation
  C. Oral reading stressing thought units
  D. Scansion
  E. Collateral readings in English on topics listed under VII below

IV. WRITING
  A. English to Latin
    1. Items listed in IV, Level II, with following additions:
      (a) Greater stress on ability to write connected passages
      (b) Translation of ideas instead of words
      (c) Demonstration of precision in use of forms, syntax, vocabulary, and idioms
  B. Latin to English - occasional writing of "polished" English translations

V. VOCABULARY AND IDIOMS
  A. Further extension of active and recognition vocabulary
  B. Etymological relationships of Latin words
  C. Increased power and precision in English word usage and semantic insight

LEVEL III

VI. DERIVATIVES
  A. Continuation and intensification of item VI, Level II
  B. Systematic study of word families in English
  C. English words derived from Latin via other languages, e.g. French

VII. CULTURAL LEARNINGS*
  A. Life and works of Cicero; Ovid, et al.
  B. Other aspects of the Roman scene
    1. History and mythology
    2. Resemblance of issues and problems to those of our own times
    3. Greek influence
    4. Problems of the empire
    5. Literature
    6. Geography
    7. Government, law, and politics
    8. Religion and philosophy
    9. Military affairs
    10. Social institutions and problems
    11. Relationship to other curriculum areas

VIII. MEASUREMENT OF ACHIEVEMENT

N.B. See Item IX, Level I, and Item VIII, Level II, oral reading by thought units as a test of comprehension.

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* A large amount of the above material to be read in Latin, supplemented by English materials.

LATIN - GRAPHIC REPRESENTATION OF MAJOR EMPHASES

Latin

LINGUISTIC LEARNINGS

	Level I	Level II	Level III
Pronunciation	▨	▨	▨
Forms (grammar)	▨	▨	░
Functions (grammar)	▨	▨	░
Reading for Comprehension	▨	▨	▨
Reading (oral)	▨	▨	░
Translation (Latin to English)	▨	▨	▨
Translation (English to Latin)	▨	▨	░
Writing	▨	▨	▨
Vocabulary and Idioms	▨	▨	▨
English Derivatives and Roots	▨	▨	▨
Borrowed Words and Expressions	▨	▨	▨
Historical Phrases and Allusions	▨	▨	▨
Grammatical Terminology	▨	▨	▨
Rhetoric and Prosody			▨
Testing	▨	▨	▨

Key: ░ Light emphasis

▨ Heavy emphasis

LATIN - GRAPHIC REPRESENTATION OF MAJOR EMPHASES

Latin

CULTURAL ASPECTS OF GRAECO-ROMAN HERITAGE

	Level I	Level II	Level III
Classical Architecture	▨	░	░
Economic Aspects	░	░	▨
Education	▨	▨	▨
Engineering	░	▨	░
Geography	▨	▨	▨
Government	░	▨	▨
Greek Influence	░	░	▨
Heroes of Rome	▨	▨	▨
Historical Sites	▨	▨	▨
History of Rome	▨	▨	▨
Latin Songs, Hymns, Prayers	░	░	░
Law	░	▨	▨
Literary and Historical Works	░	▨	▨
Military Affairs	░	▨	▨
Mythology	▨	░	░
Relation to Modern World	▨	▨	▨
Religion and Philosophy	░	▨	▨
Social Classes	░	░	▨
Social Customs and Institutions	▨	▨	▨
Social-Political Problems	░	▨	▨

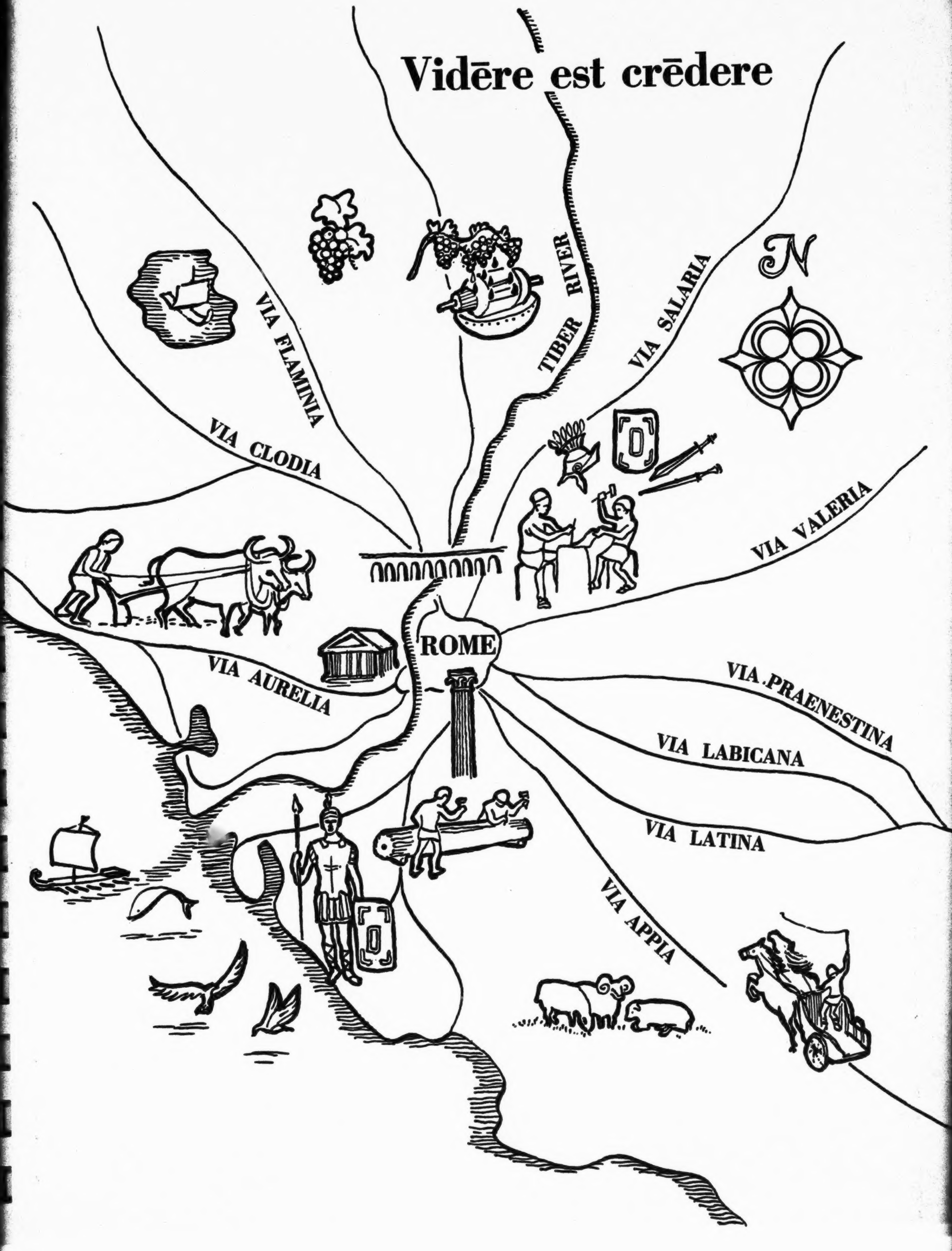
Key: ░ Light emphasis ▨ Heavy emphasis

PART VII

AUDIO-VISUAL MATERIALS

Vidēre est crēdere...

Vidēre est crēdere


N
VIA FLAMINIA
TIBER RIVER
VIA SALARIA
VIA CLODIA
VIA VALERIA
ROME
VIA AURELIA
VIA.PRAENESTINA
VIA LABICANA
VIA LATINA
VIA APPIA

SUGGESTIONS FOR THE USE OF AUDIO-VISUAL MATERIALS FOR ENRICHMENT IN LATIN CLASSES*

Just as the elaborately illustrated Latin texts of today afford the student background and stimulation, in contrast with the sparsely illustrated texts of a generation or two ago, so the current use of audio-visual materials further increases his comprehension of life in ancient times. Further, judiciously employed, audio and visual material can be effectively used as a means of instruction and drill.

Of course, audio-visual materials for either enrichment or basic teaching present a problem to each teacher as to the extent of their use. The concentration required for mastering a difficult language may sometimes relegate the presentation of purely cultural material to time outside the regular class period. Such enrichment must then be offered with the club program. However, in addition to the use of the audio-visual as a basic teaching device, there are occasions when the inclusion of a cultural film or filmstrip enhances the effectiveness of a particular lesson.

Such an occasion might be, for example, the showing of the film, The Mark of the Roman, either in preparation for the study of Caesar, or in review of the achievements of Rome and the Empire, or both. The text, Latin for Americans, II contains an essay entitled "The Roman Empire," (p. 170). In conjunction with a discussion of the content of the essay, the above mentioned film is worthwhile. A tape recording of the sound track of the film is a satisfactory substitute if the following illustrations are made available to the class. These illustrations are in Latin for Americans, II. The list may be written on the board with the page number of the text. As each succeeding topic is discussed, the class turns to the page indicated.

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* For a discussion of the use of tapes for drilling of grammatical points and pronunciation, see Part III of this guide - METHODOLOGY.

Illustrations and page numbers in Latin for Americans, II

The bust of an unknown Roman, 20

A Roman road, 184

Ships, 258 and 281

An aqueduct, 325

A street fountain, 329

The Colosseum, 32

Theaters, 153, 182, and 382

Silver vase, 319

In order that an audio-visual aid be meaningful and productive in class or club, teacher preparation is absolutely necessary. The teacher should have become familiar beforehand with the film, tape, filmstrip, slides, or disc so that the activity does not degenerate into mere passive listening and/or viewing.

Most audio-visual material for enrichment in Latin classes is narrated in English and is informational in nature. However, there are also available discs and tapes containing readings of famous classical works, rendered by such classicists as Moses Hadas. The use of such materials sharpens the students' aural awareness of Latin.

Specific Steps in the Use of an Audio-Visual Aid

1. The lessons involving the use of an audio-visual item must be as carefully planned as any other type of lesson. Hence the material must be previewed by the teacher.

2. It is crucial that the students at no time be permitted to acquire the attitude that they are being entertained with such an activity.

3. Apropos of item No. 2 above, it is absolutely essential that pupils be given definite responsibilities and tasks which they must carry out in connection with the activity. They must be aware of this definite requirement.

4. The plan which the teacher has developed for a particular lesson of this nature should be explained to the students beforehand, together with the reasons for his requirements. Retention of the main points should be demanded.

5. If, upon previewing, or pre-listening, the teacher concludes that the item contains terms or concepts unfamiliar to the class, he should prepare a lesson on these terms or concepts before using the aid.

6. Highly capable students may be charged with the responsibility of conducting follow-up discussions.

7. Written summaries or reports of various kinds may be required.

8. For tape recordings such as the EMC series, in which the dramatization is partially in Latin, the teacher must listen to the recording beforehand in order to plan the procedure. Any new Latin terms should be taught before pupils listen. Items No. 1-7 apply.

    a. Pupils may follow script on first playing; teachers may attempt second playing without using scripts.

    b. Pupils may also read the dramatization, taking parts. This activity may be used effectively in Latin Club meetings.

9. Disc or tape containing narration in Latin, e.g., an oration:

    a. It is necessary that the work or parts thereof have been studied thoroughly in class beforehand. If the entire work has not been translated by the class, pupils should be aware of the content of those parts which have not been translated. The teacher may read passages while pupils listen with books closed.

b. Recording should be played in parts, while pupils follow text. Class discussion may occur at various pause points.

c. Pupils may listen to some parts with books closed to savor the beauty of the language, or to appreciate rhetorical devices.

A listing of audio-visual aids available from various sources appears on the following pages.

Teachers are urged to consult the journals in the field in order to keep abreast of new audio-visual materials.

The listings published from time to time in The Classical World, and those distributed by the American Classical League (Oxford, Ohio) are comprehensive.

AUDIO-VISUAL MATERIALS

General Sources

1. A Catalogue of Audio-visual Aids for Classical Studies. Compiled by William Seamon, 1956. Supplement, 1959. Each copy 50¢. American Classical League, Oxford, Ohio.
2. Audio-Visual Education Center, University of Michigan, Ann Arbor, Michigan.
3. Dennoyer, Geppert Company, Chicago, Illinois. (Maps and charts)
4. EMC Recording Corporation (Educational Materials Center) 180 East Sixth Street, St. Paul 1, Minnesota.
5. Jam Handy Organization, 2821 E. Grand Blvd., Detroit, Michigan.
6. Latin Stimuli. Donald Honz, 1902 Ogden Avenue, Superior, Wisconsin.
7. National Geographic Society, Washington, D. C.
8. Ralph Marcellino. Classical Myths in Painting. Classical World, 1957-58 issues. Lists color slides with sources.
9. Saul S. Weinburg, 211 Jesse Hall, University of Missouri, Columbia, Mo.
10. Society for Visual Education, 1345 Diversey Pkwy., Chicago 14, Illinois.
11. Wible Language Institute, Allentown, Pennsylvania.

Museum Materials

Boston Museum of Fine Arts. Forty enlarged photographs and color reproductions with text, showing Roman Daily Life.
Also color reproductions for bulletin boards.

Films

1. Urbs Mea - (About Pompeii) Available - Materials Center Prince George's County Board of Education. Film #1067. Scripts prepared by Latin students of Bladensburg Senior High School.
2. The Ancient World (General)
   a. Alphabet Conspiracy. 2 reels Color. C & P Telephone Company, 320 St. Paul Place, Baltimore 2, Maryland.

b. History of Writing. 28 min. b & w. Encyclopedia Britannica, Wilmette, Illinois, 1950. rent, $5.50.

c. The Book Takes Form. Discusses a number of characteristics of Greek writing and writing materials, particularly the wax tablets and scroll. Among pictures of Greek writing are shown the Codices Vaticanus and Sinaiticus of the Bible, accompanied by the story of the latter's discovery.

d. Word Building in Our Language. 11 min. Color. Coronet. Coronet Building, Chicago 1, Illinois.

e. Yesterday's Worlds. 26 films, 29 min. each. b & w. NET Film Service. Indiana University, Bloomington, Indiana. Rent: $4.75 each.

3. Greece and the Mediterranean

a. Dream of Greece. 45 min. Color. American Express. Free loan.

b. From the Remote Past of Greece. 17 min. Color. New York University, New York City. Rent: $10.00.

c. Grecian Panorama. 75 min. Color. International Film Bureau, 345 E. 46th Street, New York, N. Y.

d. Life in Ancient Greece: Home and Education. 13 min. Color or b & w. Role of the Citizen. 11 min. Color or b & w. Coronet Building, Chicago.

e. People of Greece. 14 min. Color or b & w. Encyclopedia Britannica, Wilmette, Illinois. Rent: $5.00.

f. Sicily, Island of the Sun. 15 min. Color or b & w. Davis, 3826 Cochran Avenue, Los Angeles, California.

This visit to Sicily contains, in its early sequences, views of classical interest from Syracuse, Selinus and Agrigentum, including a theater and Roman amphitheatre, Greek temples, and archaeologists at work.

4. Italy and Rome

a. Ancient Paestum: City of the Greeks and Romans. 21 min. Color or b & w. Coronet.

b. Life in Ancient Rome: The Family. 13 min. Color or b & w. Coronet. Coronet Building, Chicago, Illinois.

c. Mark of the Romans. 28 min. Rent: $4.75 from Aud. Vis. Center, University of Indiana, Bloomington.

d. Rome, The Eternal City. 11 min. b & w. United World Films, 1445 Park Avenue, New York 29, N. Y. Cost: $22.95.

5. Roman Empire Outside Italy

a. Byzantine Empire. 13 min. Color or b & w. Coronet, Coronet Building, Chicago, Illinois.

b. Decline of the Roman Empire. 13 min. Color or b & w. Coronet, Coronet Building, Chicago, Illinois.

c. Rise of the Roman Empire. 13 min. Color or b & w. Coronet, Coronet Building, Chicago, Illinois.

d. The Roman Wall. 11 min. Color or b & w. Coronet, Coronet Building, Chicago, Illinois.

6. History and Literature

a. Assassination of Julius Caesar. McGraw-Hill Films, New York, New York. ("You Are There" Series)

b. The Gadfly. 23 min. b & w. Carousel, 1501 Broadway, New York 36, N. Y. Stars Thomas Mitchell, introduced by Frank Baxter. Based on events surrounding the trial of Socrates.

c. Julius Caesar. 96 min. b & w. Brandon Films. 200 W. 57th St., New York 19, N. Y. Rent: $17.50. Charlton Heston as Marc Antony.

d. Julius Caesar. 19 min. b & w. Contemporary Films. 13 East 37th Street, New York 16, N. Y. Rent: $5.00.

e. Marc Antony of Rome. Teaching Film Custodians. 25 West 43rd St. New York 36, N. Y. 2 reels, 23 min. b & w. Rent: $4.00. Adapted from Paramount film Cleopatra.

N.B. Unless there is a statement to the contrary, the films listed above are sound and 16 mm. The firms are primarily producers or distributors. In many cases films are more readily available from lending libraries. Where no rental is given, ask the producing firm for rates and/or the name of the nearest distributor.

CORONET FILMS, Coronet Building, Chicago 1, Illinois

The following five films are best suited for showing to intermediate and high school grades. Although Coronet Films does not rent these films directly, applications for rental should be addressed to them; the application will then be referred to the rental agent in the prospective user's area.

ANCIENT GREECE. 1951. 16 mm, sound, black and white or color, 10 minute. This film, which shows the ancient landmarks of Greece, offers an informative and highly interesting portrayal of the ancient Greek culture and its significance today.

OUR INHERITANCE FROM HISTORIC GREECE. 16 mm, sound, black and while or color. This film graphically emphasizes the significance of ancient Greece in contemporary life, by showing specific examples of certain aspects of the Classic culture which have survived into our own times, and are an integral part of our daily experience.

LIFE IN ANCIENT GREECE: HOME AND EDUCATION. 16 mm, sound, black and white or color. 13-1/2 minutes. In this film, a day in the life of an Athenian family of 440 B.C. (the Periclean era), is recreated, emphasizing the home life, a typical occupation, and education of the children.

LIFE IN ANCIENT GREECE: ROLE OF THE CITIZEN. 16 mm, sound, black and white or color, 11 minutes. Another day in the life of the Athenian family is recreated, stressing the economic and political aspects of life in 440 B.C.

GREECE: THE LAND AND THE PEOPLE. 16 mm, sound, black and white or color. 11 minutes. This film portrays life in modern Greece, emphasizing the effects of the geographic environment upon the social and economic life of the people.

ENCYCLOPEDIA BRITANNICA FILMS, INC., 1150 Wilmette Avenue, Wilmette, Illinois

GREEK CHILDREN. 1951. 16 mm, sound, black and white. 16 minutes. This film portrays the daily activities of a boy and girl of Galaxidi, a fishing village in southern Greece. It includes a sequence of a trip to Athens in a fishing boat.

GREECE. 1952. 16 mm, sound, color. 10 minutes. The scenic beauty of Greece, and the monuments of her ancient, medieval and modern cultures are emphasized in this picture.

HOFFBERG PRODUCTIONS, INC., 362 West 44th Street, New York 36, N. Y.

ISLAND OF VENUS. 16 mm, sound, black and white, 21 minutes. The lovely scenery and historical landmarks of the island of Cyprus are portrayed in this film, as well as many aspects of the social and economic life of the Cypriot people.

UNITED WORLD FILMS, INC., 1956, 16 mm, sound, black and white. 16 minutes. Describes the country and the people of Greece--geography, history and achievements, economic life, occupations and social customs. Explains Greece's role in the North Atlantic Treaty Organization.

This film, of the Atlantic Community Series, was produced for NATO by Europa Telefilm. It is recommended for high school students and for groups and organizations especially interested in international affairs.

Filmstrips

1. The Ancient World (General)

   a. Athens; Greece; Isles of Greece; Historical Geography of Southern Italy. 40 frames each, color. Budek. 55 Poplar Avenue, Hackensack, New Jersey. $6.50. American Geographical Society.

   b. Day in the Past. 6 filmstrips, 40 frames each, b & w. McGraw-Hill.

   c. Mediterranean Culture: Ancient Athens; Ancient Egypt; Ancient Rome. 40 frames each, color. Encyclopedia Britannica. Wilmette, Illinois. $6.00 each.

2. Greece

   a. The Greeks. 30 frames, color. Educational Productions. P.O. Box 625, Hillside, New Jersey. $5.00. Descriptive manual. Artwork reproductions of typical activities and scenes.

   b. Hellenistic Greeks. A381-5. 57 frames, color. Society for Visual Education, Inc. 1345 W. Diversey Parkway, Chicago, Illinois. $6.00. 48 frames. Same as above.

   c. People in Ancient Greece. 24 frames, color. United World Films. 1445 Park Avenue, New York 29, N. Y. $5.00.

3. Rome and Italy

   a. Imperial Rome - Its Life and Grandeur. 33 frames, color or b & w. Wayne State University, Detroit, Michigan. $6.00, Latin captions. (Same strip with English captions called Life in Ancient Rome.)

   b. Life in Ancient Rome. 40 frames, color. Museum Extension Service, 10 East 43rd Street, New York 17, N. Y. $6.00. Captions; manual.

   c. Londinium. 35 frames, b & w. Educational Productions, P.O. Box 625, Hillside, New Jersey. $3.00. Captions and manual. Artwork. History of Roman city for young students.

   d. People in Roman Times. 25 frames, color. United World Films, 1445 Park Avenue, New York 29, N. Y. $5.00.

   e. Pompeii. 32 frames, color. United World Films, 1445 Park Avenue, New York 29, N. Y. $5.00. This filmstrip is made up of actual photographs of Pompeii, accompanied by a map of the town and drawings of a Pompeian house.

f. The Roman Republic. A-381-7. 53 frames. Society for Visual Education, 1345 W. Diversey Parkway, Chicago, Illinois. $6.00.

g. The Times of the Roman Caesars. 50 frames, b & w. Educational Productions, P.O. Box 625, Hillside, New Jersey. $3.00. Manual. Photographs, largely portraits and architecture.

h. Rome: The City. Encyclopedia Britannica. Wilmette, Illinois. 52 frames.

4. History and Literature

a. Alexander the Great. 55 frames, color. Educational and Recreational Guides. 10 Brainerd Road, Summit, New Jersey. $7.50.

b. Greek and Roman Theaters of the Ancient World: 1. Ancient Greek Theatre of Epidaurus. 2 & 3. Theatre of Dionysius, parts I and II. 4. Hellenistic Theatre of Priene. 5. Roman Theatre of Orange. 40-60 frames each; color. Communications Materials Exchange. Box 62, West Covina, California. $7.50 each; $32.50 for the series.

c. Heroes of Greek Mythology. 6 filmstrips, 31-39 frames each; color. Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan. $5.75 each, $32.75 for the series.
    a. Ulysses in the Cave of Cyclops
    b. Jason and the Golden Fleece
    c. Golden Apples for the Hesperides
    d. Orpheus and Eurydice
    e. Pegasus and Bellerophon
    f. Daedalus and Icarus

d. A lesson in Mythology. 5 frames, based on MGM photoplay, The Living Idol. Education and Recreational Guides, Inc. 10 Brainerd Road, Summit, New Jersey. $7.50.

e. Myths of Greece and Rome: 1. Prometheus and Pandora. 2. Apollo and Phaethon. 3. Ceres and Proserpina. 4. Baucis and Philemon. 5. Atalanta's Race. 6. Minerva and Arachne. 30-40 frames each; color. Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan. $5.00 each, or $32.75 for the series.

f. Ulysses and Circe. 42 frames, color. Society for Visual Education. 1345 W. Diversey Parkway, Chicago, Illinois. $6.00.

g. World History. The Classical Age: 5. The Hellenic Greeks. 6. The Hellenistic Greeks. 7. The Roman Empire. 48-57 frames each; color. Society for Visual Education. 1345 W. Diversey Parkway, Chicago, Illinois. $6.00 each, $23.00 for the series. (1-4 of this series deal with the stone age peoples and the Near Eastern Civilizations; 9-12, with the Middle Ages.)

5. Language

   a. Words Derived from Latin and Greek. 45 frames, color. McGraw-Hill, New York, N. Y.

Filmstrips

Ancient Greece (color) Pathescope Educational Films, 71 Weyman Avenue, New Rochelle, New York.

Realia

1. Maps

   a. Denoyer-Geppert Company, Chicago, Illinois. Consult latest catalogue, for maps of the ancient world, wall size and desk size.

   b. National Geographic Society, Washington, D. C. Maps of classical lands of the Mediterranean.

   c. Rand McNally. 536 S. Clark Street, Chicago, Illinois. Maps of ancient world.

2. Models and Projects

   a. Cook: The Edith M. Cook projects, Westtown, Pennsylvania. Models of Roman Temple, Roman house, etc.

   b. University Museum, Extension Dept. 34th and Spruce Streets, Philadelphia, Pennsylvania. Original objects, models, mounted pictures and literature available for loan. Directions for making papyrus scroll (25¢); Roman house (50¢) and others.

3. Pictures

   a. Metropolitan Museum (New York City) School Picture Sets, post-card size, 18¢ a set postpaid. Ancient Rome; The Olymic Games; Occupations and Crafts of Ancient Greece.

a. American Classical League Posters. 19" x 25" 50¢. color. American Classical League, Oxford, Ohio.

  1. Pledge of Allegiance in Latin
  2. Preamble to the Constitution of the United States, showing Latin derived words.
  3. Skeleton chart (Latin names for bones)
  4. Dictionary chart
  5. Legal terms
  6. Latin phrases in common use
  7. Derivation tree chart
  8. Scientific inventions chart
  9. Pater Noster chart
  10. "The Atomic Age Speaks Latin and Greek"

b. Vis Ed Vocabulary Cards. Jumbo size for classroom. $22.50. Small size for individual student use. $1.85. Visual Education Association, Inc., 230 West Fifth Street, Dayton 2, Ohio.

c. Cuthbertson Latin Verb Wheel. 75¢. D. C. Heath, 475 South Dean Street, Englewood, New Jersey.

Discs

Caesar, readings and commentary, by Professor Moses Hadas.
Catalog #F-9976
One 12" LP plus text
Folkways---$5.95
121 West 47th Street, New York, N. Y.

Caesar's Gallic War. Recordings available from Pratt Library, Baltimore, Maryland.

Cicero, readings and commentary by Professor Hadas.
Catalog #FL-9975
One 12" LP plus text
Folkways---$5.95
121 West 47th Street, New York, N. Y.
(First oration against Catiline; On Old Age; Tusculan Disputations; On Moral Duties; Letter to Atticus.)

Essentials of Latin. An introductory course using selections from Latin Literature. Four 12" LP records.
Catalog #F-18112
$23.80

Accompanies text of the same name by J.F.C. Richards. Text published by Oxford University Press, 1600 Politt Drive, Fairlawn, New Jersey.
Folkways
121 West 47th Street, New York, N. Y.

Latin by the Natural Method. William Most. Regnery Publishers, 14 East Jackson Blvd., Chicago, Illinois. Information on number of discs and cost by writing to company.

Latin Aids to Pronunciation.
Catalog #LI-2-LA
10 lessons, 5-78 rpm discs plus text
Linguaphone---$15.75
Linguaphone Institute, 30 Rockefeller Plaza, New York 20, N. Y.

The Latin Language: Readings
Catalog #FL-9972
One 12" LP with text
Folkways---$5.95
121 West 47th Street, New York, N. Y.
Readings by Professor Hadas. Includes selections from Andronicus, Plautus, Cato the Elder, Cicero, Lucretius, Catullus, Virgil, Horace, Ovid, Tacitus.

Latin Readings
Catalog #L-166
5 - 12" LP, with text
Wible Language Institute, Allentown, Pennsylvania
$17.50 (extra text $1.00)
Edited and read by H. A. B. White. Selections from Lucretius, Virgil, Ovid, Catullus, Tibullus, Martial, Horace, Caesar, Livy, Cicero, Tacitus. Introductory essay on pronunciation of classical Latin.

Linguaphone Latin Course
Catalog #L-159
5 - 78 rpm records
Wible Language Institute, Allentown, Pennsylvania
Written and illustrated by Dr. N. D. Rouse.
$17.50 with manual; extra manual $3.50.

Odes of Horace
Catalog #L-165
12" LP with text, $5.95
Wible Language Institute, Allentown, Pennsylvania
Read by J. F. C. Richards.

Ovid, Selections from
Catalog #L-168
12" LP with text, $5.95
Wible Language Institute, Allentown, Pennsylvania
Read by J. F. C. Richards. Metamorphoses; Daphne and Apollo; Narcissus and Echo.

The Story of Virgil's Aeneid
Catalog #FL-9973
Books I-III; IV; V-XII
12" LP with text
Folkways---$5.95
121 West 47th Street, New York, N. Y.
Read by Professor Hadas.

A recording of the Aeneid available on loan from Pratt Library, Baltimore, Maryland.

Slides

Ancient and Historic Rome
Catalog #S-2510
8 color slides: $1.00
Audio-visual Teaching Machines, Gaithersburg, Maryland.

The Appian Way and Tivoli
Catalog #IT-37
8 color slides: $4.00
Wible Language Institute, Allentown, Pennsylvania

Pompeii
Catalog #IT-39
8 color slides: $4.00
Wible Language Institute, Allentown, Pennsylvania

The Roman Forum
Catalog #IT-29
20 color slides: $9.85
Wible Language Institute, Allentown, Pennsylvania

Sightseeing in the Louvre Museum
Catalog #14
30 color slides: $12.50
Lambert Foundation, Inc., Box 352, Gambier, Ohio

Vestiges of Past Civilizations in France
Catalog #23
30 color slides: $12.50
Lambert Foundation, Inc., Box 352, Gambier, Ohio

Other Sources of Slides:

a. Pratt Library, Baltimore, Maryland
Pompeii, Italy, and Rome.

b. Prothman, 7 Soper Avenue, Baldwin, New York. color slides, 90¢ each; b & w. 75¢ each. Discount for quantity. Catalogs available. Large supply of slides on classical subjects.

c. Rosenblum, Morris, 959 Carrol Street, Brooklyn 25, New York. Roman remains in France, Switzerland, Spain, Italy, Portugal, Yugoslavia, North Africa.

d. Seaman, Michigan State College, East Lansing. Ancient Rome: Pompeii.

Tape Recordings

EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota;
slow speed: $5.95 per tape; fast, $6.95.

Appella Me Series (Beginner Level)

DTL-100	Christopher Columbus; Goldilocks; Little Red Riding Hood (Track 1) Little Boy Blue; Tom, Tom the Piper's Son; Georgie Porgie (Track 2)
DTL-101	Hansel and Gretel; Jack in the Beanstalk; Hey DiddleDiddle (Track 1) Farmer in the Dell; Mary Had a Little Lamb; Humpty-Dumpty (Track 2)
DTL-102	Simple Simon; Jack and Jill; Old Woman Who Lived in a Shoe (Track 1) Interview on Olympus I: Jupiter, Juno, Venus (Track 2)
DTL-103	Interview on Olympus II: Mercury; Diana; Apollo (Track 1) Interview on Olympus III: Neptune; Minerva; Mars (Track 2)

Peter of Paris Series (Beginner Level)

DTL-150	Peter, Charles and Miss White talk about Latin (Track 1) Peter, Charles and Miss White visit a museum (Track 2)
DTL-151	Peter, Charles and Miss White at the restaurant (Track 1) Peter, Charles and Miss White visit the farm (Track 2)

The Living Text Series (Intermediate Level) (for second and third year)

DTL-400	Caesar Meets Ariovistus (Track 1) The Death of the Helvetians (Track 2)
DTL-401	The Siege of Quintus Cicero (Track 1) Panic at Vesontio (Track 2)
DTL-402	Cicero versus Catiline (Track 1) Ecce Senator Romanus (Track 2)
DTL-403	The Death of Pliny the Elder (Track 1) The Destruction of Pompeii (Track 2)

The Living Heritage Series (In English entirely) (The Golden Legend Series)

DTH-100	The Story of Cupid and Psyche (Tracks 1 and 2)
DTH-101	Perseus Slays the Gorgon (Track 1) Pyrrha and Deucalion (Track 2)

DTH-102	Theseus Slays the Minotaur (Track 1) The Story of Phaethon (Track 2)
DTH-103	The Story of Jason and Medea (Tracks 1 and 2)
DTH-104	Philemon and Baucis (Track 1) The Story of Midas (Track 2)

(The Trojan Cycle Series)

DTH-200	The Judgment of Paris (Track 1) The Abduction of Helen (Track 2)
DTH-201	The Wrath of Achilles (Track 1 and 2)
DTH-202	Hector and Andromache (Track 1) The Death of Patroclus (Track 2)
DTH-203	The Shield of Achilles (Track 1) The Battle of Hector and Achilles (Track 2)
DTH-204	The Battle of Hector and Achilles (Track 1) Priam Ransoms Hector's Body (Track 2)

(The Aeneid Cycle Series)

DTH-300	The Wrath of Juno (Track 1) Venus Intervenes in Aeneas' Behalf (Track 2)
DTH-301	Dido's Passion and Death (Tracks 1 and 2)
DTH-302	The Descent to the Underworld (Track 1) Allecto, The Fury (Track 2)

(The Great Author Series)

DTH-400	"The Seasons" of Vergil (Track 1) Three poems by Sappho, Catullus and Theocritus (Track 2)
DTH-401	The Defense and Death of Socrates (Tracks 1 and 2)
DTH-402	Demosthenes against Philip (Track 1) Pericles' Funeral Oration (Track 2)
DTH-403	Two Political Documents (Track 1) excerpts from Cicero's *De Legibus*. The Melian Dialogue of Thucydides (Track 2)

Essentials of Latin

Four seven inch reels at 3-1/2 speed, dual track. Wible Language Institute, Allentown, Pennsylvania, $35.80. (same as item 4 under Discs.)

Latin Stimuli, 1124 Belknap Street, Superior, Wisconsin. Mr. Donald Honz.

Prospective buyers of the tapes listed below have the option of sending their own tapes to be recorded, or of letting Mr. Honz supply the tape, in which case there would be an extra charge for the tape. Mr. Honz will supply the tape at wholesale prices. Tape for 15 min. program - 75¢ at slow speed, $1.50 at fast speed. Service charge of $1.00, plus postage.

Tape No. 1	How Words Work---15 min.
Tape No. 2	How Words Change---15 min.
Tape No. 3	How Caesar Spoke---22 min. (A discussion of the pronunciation of Latin in the first century B.C.) Student scripts available: 10¢ for first copy, and 1¢ for each additional copy.
Tape No. 4	Cicero Versus Catiline (a dramatization) 15 minutes Student scripts, same prices as above.
Tape No. 9	Julius Caesar---10 minutes. Student worksheet available.

"Quis Sum" Series. Suitable for first three or four weeks of Level I.

Tapes No. 10 - 14 comprise the "Latine Loquimur" Series:

Tape No. 10 General conversation about things in the classroom. 15 minutes. Worksheet available. Advanced first year.

Tape No. 11 Systematic introduction of vocabulary for things in the classroom. 15 minutes. Worksheet available. Advanced first year.

Tape No. 12 Discussion of simple Latin sentences in Latin; structure, cases, and general rules for agreement, use of cases, parts of speech. 15 minutes. Worksheet available. Advanced first level and second level.

Tape No. 13 Verb forms, tenses, moods, principal parts, with a little general conversation. 15 minutes. Worksheet available. Advanced first year, and second year.

Tape No. 14 A discussion in English of colloquial or spoken Latin. Then the two protagonists meet in the street and talk about everyday things in colloquial Latin. Approximately 15 minutes. Advanced first level and second level. Worksheet available.

Tape No. 15	Before Caesar Came---27 min. (An interview-dialogue on the background for Caesar's conquest of Gaul.
Tape No. 16	Buried Cities---15 min. (English entirely)
Tape No. 17	Homer's Odyssey---15 min. (English entirely) Dramatization of the incident with the Cyclops. Student worksheet available.
Tape No. 19	What the Greeks Gave Us---15 min. (English entirely) Worksheet available.
Tape No. 21	The Growth of the Roman Republic---15 min. (English entirely) Worksheet available.
Tape No. 23	The Empire and the Caesars---15 min. (English entirely) Worksheet available.
Tape No. 25	Hercules the Hero---15 min. (English entirely) Worksheet available.
Tape No. 26	Nero's Rome---15 min. (English entirely) Worksheet available.
Tape No. 27	Greek Goddess---15 min. (English entirely) Worksheet available.
Tape No. 28	How Our Language Has Grown and Changed---15 min. (English entirely) Worksheet available.

Sweet, W. Latin: A Structural Approach. Tape recordings accompanying this text available from Audio-Visual Center, University of Michigan, Ann Arbor, Michigan. Send blank reels of tape on which the material will be recorded at 50¢ per reel. The master tapes, totalling 20 seven inch reels, were recorded at fast speed, but slow speed (3.75) or dual track copies may be ordered.

Horn-Gummere-Forbes. Using Latin I. New edition, 1961. Fair Lawn, New Jersey: Scott, Foresman and Company. Set of 28 tapes, 3.75 speed. $98.00 for the set. Individual tapes not sold. A tentative list of the tapes follows:

1-A Pronunciation (Consonant Contrasts)
1-B Pronunciation (English-Latin Contrast)

2-A Reading Preview (Phrase and Sense Units)---Unit II
2-B Reading Reinforcement (Interrogatives)---Unit III

3-A	Reading Reinforcement (Interrogatives)---Unit V
3-B	Reading Reinforcement (Interrogatives)---Unit VI
4-A	Reading Reinforcement (Interrogatives)---Unit VII
4-B	Reading Reinforcement (Interrogatives)---Unit VIII
5-A	Reading Reinforcement (Character Identification)---Units II, III
5-B	Reading Reinforcement (Character Identification)---Units IV, VI
6-A	Reading Reinforcement (Character Identification)---Units VIII, IX
6-B	Reading Reinforcement (Character Identification)---Units IX, X
7-A	Reading Reinforcement (Character Identification)---Later Units
7-B	Reading Reinforcement (Character Identification)---Later Units
8	The Sound of Latin Literature (Reading of Short Excerpts from Latin Poets and Caesar)
9-27	Pattern Practice Exercises for Review and Comprehension of Grammar
28	Songs in Latin (Words and Music)

PART VIII

EVALUATION

Semper parātus...

EVALUATION

Weekly tests are important in the Latin class for measuring achievement and for diagnosing difficulties. Daily quizzes may be desirable at the beginning levels. Teacher-made tests as well as commercially published tests should be used. In addition, more comprehensive tests should be given upon completion of units of work. Some daily and weekly tests should be unannounced.

Oral testing is valuable for pronunciation, vocabulary, and forms because it provides immediate diagnosis and correction. It should be conducted at regularly planned intervals, particularly in Level I. Oral reading with correct phrasing and expression reflects comprehension and appreciation of prose and poetry.

In view of the fact that the main linguistic skill to be developed in the Latin class is the reading skill, the evaluation of pupil achievement involves mainly the use of written tests. The most common written tests are vocabulary, grammatical construction, reading comprehension and translation. The dictation is also a valuable test of comprehension, since it is a check on the student's accuracy in hearing and spelling, and on the degree of understanding of that which has been heard. All dictation tests should be rigidly controlled by the teacher, with definite rules for procedure, and for the number of times items will be repeated.

Regardless of the type of written test used, it is advisable to discuss the items immediately after the collection of the papers, if possible. Checked papers should be returned as soon as possible. The pupils are responsible for correcting their own errors and for re-submitting their papers to the teacher for re-checking.

Vocabulary tests. The teacher should keep in mind that the students need to develop a recognition vocabulary which is considerably larger than the basic core of vocabulary needed for instant recall. Since most of the class work proceeds from Latin to English, most vocabulary tests should reflect this fact. However, tests which proceed from English to Latin are also necessary.

In all vocabulary tests the following forms should be required: For *nouns*, the nominative case, genitive case, and gender; for *verbs*, the principal parts (as many as have been taught); for *adjectives*, the masculine, feminine, and neuter; for *prepositions*, the case or cases governed.

In addition to the usual dictated vocabulary tests, the following variations are suggested: The teacher gives sentences containing Latin derivatives. In each case the students write the Latin source word and its English meaning. The teacher dictates Latin sentences, and indicates the words for which the students must write the meanings. Large, class size flash cards may be used. The vocabulary test may be given in printed form, with multiple choice items.

Tests on grammatical forms and construction. Only vocabulary well known to the majority of the class should be used in such tests. Both Latin-English and English-Latin tests should be given. The latter are valuable because they require the *student* to determine the appropriate form or construction.

Although the teacher may at times require only the declension of certain nouns, or synopses of certain verbs on a grammar test, a more valid test of the knowledge of syntax is *usage* in sentences.

Suggested variations: Filling in blanks in short Latin sentences; phrases underlined in short English sentences to be translated into Latin; substitution of one construction for another; multiple choice; asking for explanation of constructions underlined in Latin sentences; asking students to point out examples of certain types of usage in a Latin passage; tests on statements of grammatical principles. (CAUTION: Students sometimes are able to quote accurately principles which they cannot really apply or recognize.)

Reading comprehension and translation tests. Daily class performance in reading and translating is a good indicator of progress or of the lack of it. Nevertheless, scheduled formal testing is also desirable.

Comprehension might be tested by a set of questions in English on a particular passage. Proficiency in translation is tested by requiring the translation of a passage. Formal tests concerned with reading comprehension or translation should be *at sight*, that is, the student should not have read them beforehand if they are to be considered valid. It is not implied that new material would be included, but rather, that in Level I the teacher might *prepare* such passages using forms and constructions that have already been taught. *Tests accompanying our Latin textbooks are available from the publishers*. They contain passages of the type described above. The texts contain occasional sight passages which can be used as tests.

In Level III sight translation and sight reading comprehension tests should be given with increased frequency, using material from Latin authors. Since it is desirable to develop to *some degree* the skill of comprehension without conscious translation, achievement in this skill should also be tested several times during a semester. Open book tests may be used, depending on the teacher's purpose.

Dictation-translation tests are useful at all levels. The teacher dictates a passage or a group of sentences for the students to write and to translate.

The derivative-study phase of the program also requires evaluation. Tests of this type should involve the student's knowledge of the Latin root word, prefix, or suffix; its meaning; the meaning of the derivative; its spelling; its proper use in a sentence.

The cultural-historical phase of the program requires evaluation of the student's growth in appreciation of the values inherent in the Graeco-Roman heritage, and of the student's retention of definite factual information concerning it.

In addition to teacher-made tests and those available from the textbook publishers, standardized Latin tests are published by the Educational Testing Service, Princeton, New Jersey. The tests are sold under the title, *Cooperative Latin Test:* Elementary Form (Latin I); Advanced Form (Latin II - III). These tests are used in the County evaluation program annually.

There are several nationwide Latin examinations in which Latin students have traditionally participated. The oldest and best known of these is the Auxilium Latinum examination given each spring. Information concerning this test may be obtained from Dr. A. E. Warsley, Box 501, Elizabeth, New Jersey.

Other Latin tests of various kinds may be obtained from the following sources:

American Classical League
Miami University
Oxford, Ohio

American Education Press
400 South Front Street
Columbus, Ohio

Bureau of Educational Measurements
Kansas State College
Emporia, Kansas

Bureau of Education Service
University of Iowa
Iowa City, Iowa

Donald R. Honz
1902 Ogden Avenue
Superior, Wisconsin

Harvard University Press
Cambridge, Massachusetts

Iroquois Publishing Company
106 North Fayette Street
Syracuse, New York

Ohio Scholarship Tests
State Department of Education
Columbus 15, Ohio

State High School Testing
Service of Indiana
Purdue University
Lafayette, Indiana

World Book Company
Yonkers-on-Hudson, New York

GRADING

Student grades should reflect the quality of daily recitation, and the level of achievement in formal and informal tests, as described in the pages immediately preceding. The preparation of daily assignments should also be a factor. Students should be evaluated in terms of the objectives of the course as presented in this guide.

PART IX

ACTIVITIES

Ōtium cum dignitāte...

ACTIVITIES

It is assumed that the creative teacher of Latin engages the students in such projects as compiling derivative notebooks, making charts, maps, sketches or models concerned with Roman life, preparing special reports, and in other activities which might increase their knowledge of the subject.

Other types of activities, intended less as a means of instruction than as a means of fostering enthusiasm, may be centered in the Latin club. Some of the projects sponsored by Latin clubs are preparation of showcase displays or bulletin boards, presentation of programs on Roman civilization or history at student assemblies or P.T.A. meetings, trips to local museums, Roman banquets, and publication of a newspaper.

Below is a list of source materials for Latin club activities.

Auxilium Latinum (Student newspaper)

Dr. Warsley
Box 501
Elizabeth, New Jersey

Baited Bulletin Boards

Fearon Publishers
2450 Fillmore Street
San Francisco 15, California

Blackboard Drawing

Fearon Publishers
2450 Fillmore Street
San Francisco, California

Easy Latin Plays

L. B. Lawler
Macmillan Company
New York, N. Y.

Latin Songs

Calvin S. Brown
G. P. Putnam's Sons
200 Madison Avenue
New York 16, N. Y.

Res Gestae (student newspaper)

Yale Book Company
Toronto, Canada

Songs for the Latin Club

Bulletin XII
American Classical League
Miami University
Oxford, Ohio

Ways and Means for Celebrating Latin Week

L. Whitsel
Marshall College
Huntington, West Virginia

NATIONAL CLUBS

The Junior Classical League. The Latin club of the local school may become affiliated with the Junior Classical League. This is a national organization sponsored by the American Classical League, and composed of classical clubs in junior and senior high schools. After a club has joined it is known as a chapter of the organization.

The purpose of the League is to encourage among students an interest in and appreciation of the civilization, language and literature of ancient Greece and Rome.

The Junior Classical League of Maryland holds its annual convention in the spring. A state-wide newspaper, Pax Romana is published for the League by Annapolis High School. Articles are submitted by the member schools.

The Latin Honor Society. Schools may enroll in this society by writing to Dr. Warsley, Box 501, Elizabeth, New Jersey. A membership certificate is sent to each school, together with its assigned chapter number.

Once a school is enrolled, Latin students may become members either by maintaining an A average in Latin throughout the school year, or by scoring 90 or above in the Auxilium Latinum Annual Nationwide Examination.

Annual Examinations

The Auxilium Latinum Nationwide Examination is discussed in Section IX of this guide, EVALUATION.

A few local classical organizations sponsor annual Latin tests of various types. These examinations are open to the Latin students of the Prince George's County Schools. The three best known local examinations are those of the Baltimore Classical Club; Georgetown University; and the vocabulary examination of the Junior Classical League of Maryland, held at its annual convention.

LATIN SONGS

1. Tune of America (Ullman & Henry, Book I, p. 6)

Tē canō, Patria,
Candida, Lībera;
 Tē referet
Portus et exulum
Et tumulus senum;
Lībera montium
 Vōx resonet.

Tē canō, Patria,
Semper et ātria
 Ingenuum;
Laudō virentia
Culmina, flūmina;
Sentiō gaudia
 Caelicolum.

2. Tune of God Bless America (Ullman & Henry, Book I, p. 406)

Dum nimbī cōgunt
 Trāns maria,
Iūrēmus fidem
 Līberae terrae;
Grātiam habeāmus
 Patriae pulchrae,
Dum nōs cantāmus
 Sollemnī prece.

Deus Americam
 Benedīcat,
Illam servet et dūcat
 Per noctem cum lūce altā;
Dē montibus ad campōs,
 Ad maria undīs albīs,
Deus Americam
 Benedīcat.

3. Tune of America the Beautiful

Tū caelīs amplīs nobilis,
Et flāvō grāmine,
Et montibus purpureis,
Et campō ūbere.
Perfundat tibi grātiam
Deus amplissimam;
Sit insuper frāternitas
Ad aquās nitidas.

4. Tune of the Marines' Hymn

AB AULĪS MONTEZUMAE

Ab aulīs Montezumae
Tripolis ad lītora
Pro patriā contendimus
Caelō mari ac terrā.
Iusta, lībera tūtāmur,
Et honesti vīvimus.
Clarō nōmine gaudēmus:
Quippe classicī sumus!

5. INTEGER VITAE (Ode 22, Book I, Horace) First three stanzas (Ullman & Henry, Book I, p. 408)

Integer vitae scelerisque purus
Non eget Maurīs iaculis nequ(e) arcū
Nec venēnātīs gravida sagittīs
Fusce, pharētra,

Sīve per Syrtēs iter aestuōsas
Sīve factūrus per inhospitālem
Caucasum vel quae loca fabulōsus
Lambit Hydaspēs

Namque mē silvā lupus in Sabīnā,
Dum meam cantō Lalagen et ultrā
Terminum cūrīs vagor expedītīs
Fūgit inermem.

6. GAUDEAMUS IGITUR (Ullman & Henry, Book I, p. 407)

Gaudeāmus igitur, Iuvenēs dum sumus;
Post iūcundam inventūtem,
Post molestam senectūtem,
Nos habēbit humus,
Nos habēbit humus.

7. Tune of Yankee Doodle

Omne bene, sine poenā
Tempus est ludendī.
Venit hora absque morā
Libros dēpōnendi.

Puerī et puellae
Tempus est ludendī.
Venita hora absque morā
Libros dēpōnendi.

8. Happy Birthday

Fēlīcem tibi
Nātālem diem
Fēlīcem, mi _____
Nātālem tibi

9. Twinkle, Twinkle Little Star

Micā, micā, parva stella,
Mīror quaenam sīs tam bella.
Super terrā parvā pendis
Alba velut gemma splendēs;
Micā, micā, parva stella,
Mīror quenam sīs tan bella.

CHRISTMAS SONGS

1. Hark! The Herald Angels Sing

Lūce cantant angelī: "Gloria nova Rēgī,
Terrae pax hominibus monstrat amōrem Deus."
Acclamāte angelī, canite O pōpulī
Proclāmāte omnibus, nātus est Jesus Christus.

Christē, tū altissimē, Christē, potens Dominē,
Venī, Desīderium, fer in domicilium.
Deus nobīs est praesens, salvē tū omnipotens
Inter hominēs Homo,
Homo Ūnō cum Deō.

2. Tintinnābula (Jingle Bells)

Per nivēs citō
Currō per agrōs
In levissimō
Facimus jocōs;
Gaudia portant
Tintinnabula
Quem lūsum nobīs nunc donant
amoena Carmina.

Tintintin
Tintintin
Tintinnābulum
Currere inter nivēs
O quantum gaudium!

3. Adeste Fidēlēs (Jenney, Book I, p. XVI; Ullman & Henry, Book I, p. 406)

Adeste fidēlēs
Laetī triumphantēs;
Venīte, venite in Bethlehem;
Nātum vidēte
Rēgem angelōrum
Venīte adōrēmus
Venīte adōrēmus
Venīte adōrēmus
  Dominum.

Deum de Deō
Lūmen de lumine
Gestant puellae viscera;
Deum vērum
Genitum non factum
  Venīte, etc.

4. Alma Nox (Silent Night)

Alma nox, sancta nox
Natālis est Christī
O Puer laudābilis
Dulcis et amābilis
Mātris nunc in sinū
Mātris nunc in sinū.

Alma nox, sancta nox
Pastōrēs veniunt
Alleluia cantant caela
Beātissismī angelī
Pax et hominibus
Pax et hominibus.

Alma nox, sancta nox
Veniunt a Saba
Tūs et aurum et myrrha
Rēgum splendida mūnera
Christus est apud nōs
Christus est apud nōs.

5. Joy to the World

Gaudēte Dominus venit.
Regit Christus terram.
Locum praebēte Dominō

5. Joy to the World (continued)

Et dāte glōriam
Et date glōriam
Et dāte glōriam
Gaudēte, Christus imperat.
Cantāte mortāles,
Et celebrent eius laudem
Agrī, saxa, collēs.
(three times.)

6. Dies Christī Albus (White Christmas)

Di-em Chris-tī al-bum som-ni-ō
Per-si-mi-lem prae-ter-i-tīs
Ubi ar-bo-rēs ni-tent
Na-tī-que ar-dent sonīs tra-hae ni-vō-sīs.
Di-em Chris-tī al-bum som-ni-ō
Ut in om-nī char-tā scrī-bō:
"Di-es sint fes-tī-vī ti-bi
Et fes-ta ni-vā-li-a Chris-tī."

7. Aulam Sertīs Adornāte (Deck The Halls With Wreaths of Holly)

Au-lam ser-tīs a-dor-nā-te,
O-pus est hi-la-ri-tā-te.
Clā-ras in-du-i-mur ves-tēs,
Chris-tī gau-de-ā-tur fes-tis!

Ar-det ec-ce fo-cō lig-num,
Ci-tha-ra det cho-rō sig-num,
Mo-dō ca-ni-te ca-ne-ro
Dum Na-tā-lis ga-zas nar-rō.

PART X

SELECTED BIBLIOGRAPHIES FOR TEACHERS AND STUDENTS

Ex librīs . . .

SELECTED BIBLIOGRAPHIES FOR TEACHERS AND STUDENTS

Background reading material for students is not designated according to level in these listings. The teacher should suggest to the students those items which are most related to the work of the class at a particular time. It is desirable that the teacher at times assign background reading in specific books or journals, and that he establish procedures for checking the students on the material. Books especially suitable for pupils have been starred.

Teachers should accumulate in their classrooms some of the books listed, in order that the pupils might have access to them. They should also encourage school librarians to purchase such books for the libraries.

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FICTION WITH CLASSICAL BACKGROUND

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